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ABSTRACT

Presented are approximately 110 lesson plans for six mental age levels (from 0-9 months to 3 1/2-4 1/2 years) to teach language, gross motor skills, and manipulative skills to severely and profoundly retarded children. Provided for each lesson is information on the experience area (whether motor or language), the dominant modality used, materials needed, appropriate setting (whether classroom or individual activity area), and number of participants. Also provided are a general description of the activity instructions, helpful suggestions, and referral to associated lessons. Teachers are encouraged to coordinate daily lessons around similar concepts and to make use of all available time to teach useful skills and needed words and concepts. Examples of activities are licking off a portion of food placed on upper lip (Level I-gross motor), following the light of a flashlight on a wall (Level II-language), making instant pudding (Level III-manipulative), looking for a hidden object (Level IV-gross motor), passing a bean bag (Level V-manipulative), and describing self (Level VI-language). (DB)

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MORE? ALL GONE . . .

Encouraging Language Development through Experience: An Aid to Language Programming

by the Communication Services Grant Staff:

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and many members of the R.I.A.R.C. Day Care Centers' Staffs in Rhode Island

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BY WAY OF INTRODUCTION

Good books about children who are severely or profoundly retarded are rare, but a book describing successful strategies for building the communication skills of these children deserves the awe and respect of a veritable lunar landing! In a very real sense the authors of An Aide to Language Programming are practical pioneers in the most challenging "space race" of our century: the race to bridge the gulf between the retarded child and his right to human dignity in society.

Both the book and the Communication Services Project in eight regional day care centers for retarded children reflect significant changes in educational philosophy. Goals were developmental responses to "base line capabilities" of individual children to specific situational expectancies. Strategies were designed not only to meet and support the child "where he is" but also "where he lives." The contents of the book speak for the many creative clinicians, graduate students, consultants, and special education personnel who were urged to contribute. The organization and character of the book reflect an incredible labor of love on the part of Mrs. Jane K. Gates, Coordinator of Communication Services.

The on-going Communication Services Project and the book are supported primarily by a Title I Grant (Project 49-55H-72) through the Rhode Island State Department of Education. The Project itself was initiated as a joint cooperative effort by the Division of Mental Retardation and the University of Rhode Island Department of Speech.

As the Project's principal investigator I am justifiably proud of this achievement -- and necessarily humbled by the fact that Mrs. Gates and her associates have done so much more than what was implied in a professor's simple hypothesis.

Walter J. Beaupre, Ph. D.
Director of Graduate Programs in Speech Pathology
and Audiology

INTRODUCTION

The mentally retarded individual must have an existence as close to the normal as possible. Thus the mentally retarded individual must have available to him patterns and conditions which are as close as possible to those of everyday living.

The normal child develops self concept and body awareness through everyday living experiences. In contrast, the mentally retarded individual is often not introduced to these experiences because he is "special." For an example, he is often not allowed to eat with his family because he is messy, or he is not allowed to be in the living room because he might break something. Often he is not spoken to as one would speak to a normal child, because he won't understand anyway. How then is he going to develop a concept of himself and a system of symbolization which he must have in order to express himself?

As the normal child goes through certain stages of sequential development, so too does the mentally retarded individual. The stages through which the mentally retarded progresses are not as rapid and may differ according to his special learning problems.

A developmental language-based program provides help basic to the special needs of the retarded individual. Such a program can be developed at day care centers, schools, and home. This program follows sequential development divided into six consecutive levels identified according to easily observed physical and intellectual abilities.

Following an individual's developmental assessment, which identifies the developmental gaps, modality strengths or weaknesses, activities may be selected from the appropriate level. The pre-requisites for each developmental level allow immediate exposure to a variety of open-ended lessons which can stimulate a program appropriate for the retarded individual.

J.K.G. and P.N.H.

Use of this book:

The intent of each lesson included in this book is to provide an open-ended activity. The activity is an idea for you to use, change, adapt, or add-to; this is the reason for printing one side only of each page. For each idea presented perhaps you can add ten more on the blank side of the page giving you a working resource book.

Each lesson lists associated lessons. If you are working in Developmental Level III, and you feel that your group needs more foundation work, look at the listed Associated Lessons which site a lower Developmental Level lesson, or vice versa.

Know your group's strengths and weaknesses. Work through the strong modality, be it auditory, visual, or tactile, for each child. Every lesson lists the modality emphasized, even though most lessons are multi-sensory in approach.

Each lesson also states whether the activity is gross motor, manipulative (fine motor), or language. If you divide the group's day into such areas of concentration, choose one activity. For example, if you choose a lesson in the gross motor area, build the fine motor and language portion of the day around the concept presented in the gross motor lesson. Keep the day meaningful and coordinated. Keep the week the same. Build logical progressions from one concept to the next--be consistent.

Too often as teachers we resort to non-functional and non-practical activities when it is constructive learning time. If a child is working in a fine motor lesson, teach him to pick up and eat raisins, teach him to unwrap a surprise, teach him to dig in the sand and find a toy--leave the puzzles for free time play. Get as much practical, helpful work in as you can.

If you are working in language, teach the words and concepts he needs through an experience. Remember this child will learn a limited vocabulary. He does not have much use for castles, alligators, or even ducks. But, he can use more, all gone, milk, mommy, and me.

The severely retarded child can learn. The lessons here are a few of the "it worked!" lessons. It is not a crash program or a curriculum, merely an aide--a resource--a philosophy in the approach to meaningfully teach the severely handicapped children.

The Authors

Table of Contents

	Page
Level I (Mental Age 0-9 Months, Approximately)	1
Gross Motor	
Range of Motion	2
Mats and Mobiles I	5
Tasty Pops	15
Lick It Off	15A
Tactile Toe-Touching	18
Ivory Snow Hands and Feet	19
Manipulative	
Mats and Mobiles II	6
Mats and Mobiles III	7
Paddle Ball	8
Lollipop Mobile	9
Powder Clouds and Vibrations	16
Bananas	20
Lunch Time and Language	21
Language	
Mats and Mirrors	3
More Mats and Mirrors	4
Whipped Cream I	10
Whipped Cream II	11

Page

Language (Level I Continued)
Peek-a-Boo 12
Listen-Look 13
Try It; You'll Like It 14
Tickle Talcum 17
Babbling Tapes 22

Level II (Mental Age 9-12 Months, Approximately) 23
Gross Motor
Follow Balloon 25

Manipulative
Feather Blowing 27
A Panful of Bubbles 29
Pudding Bubbles 30
Touch the Noise 32
Sticky Tape 38

Language
Light Up & Look 24
Faces 26
Watch the Bubbles 28
Play With Sound and Light 31
Noisy Balloons 33

Language (Level II Continued) Page
Where is the Noise? 34
Hide the Radio 35
Hide and Seek 36
Auditory Alert 37
Fun with Fruit 39
Here It Comes 40

Level III (Mental Age 1-1½ Years, Approximately) 41
Gross Motor
Jack-in-the-Box 42
Balloon Walk 44
Bag of Laughs 56

Manipulative
Bowling Alley 43
Mirrors and Mealtimes 45
Spaghetti 48
Playdough Pancakes 49
Foil Suprises 50
Stretch and Pop Surprises 51
Pinch the Pins 52
Instant Pudding 53
Easter Eggs 55
Blow Fish 58

Page

Manipulative (Level III Continued)
Toy Boat Blow 60
Blow the Roller 61

Language
Color Experiences 46
Pudding Pleasure 47
Toasting 54
Hello Telephone 57
Hand Fishing 59
Shoe Pairs 62

Level IV (Mental Age 1½-2½ Years, Approximately) 63

Gross Motor
Balloon Kick 68
Hide and Go Seek 71

Manipulative
Bag Blowing 67
Drop the Clothes Pin 69
Shoebox Garage 72
Potato Prints 74

Language
Tactile Egg Whites 64
Popcorn Watching 65

Language (Level IV Continued) Page
Tasting Party 66
Shell Game 70
Counting with Colors 73
Look at Me 75

Level V (Mental Age 2½-3½ Years, Approximately). 76

Gross Motor
Making the Bed 91

Manipulative
Fill It Up 77
Straw Painting 79
Color Tracking 80
Bean Bag Throw 81
Body and Shape 86
Invisible Drawings 88
Refrigerator Goodies 89

Language
Textures--Same and Different 78
Hot Potato 82
A-Hunting We Will Go 83
Color Surprises 84
Colored Feathers and Things 85

Language (Level V Continued) — Page
Sequencing with Clothing 87
Cook and Taste 90

Level VI (Mental Age 3½-4½ Years, Approximately) 92

Gross Motor
Musical Chairs 99

Manipulative
Making Butter 93
Make-A-Home 94,95
Graham Surprises 97
Shave 98
Unbuttoning Surprises 100
Mailman 101
Telephone Training 113
Tracing to Handwriting 114

Language
Family Circle 96
Snowmen 102
Painting with Words 103
What, Where and How Many 104
Simple Rhyme 105
Taking a Trip 106
Self-Descriptions 107

Language (Level VI Continued) Page
Self-Descriptions II 108
Self-Descriptions III 109
Self-Descriptions IV 110
Language and Lunch 111
Restaurant Lingo 112
Lemonade 5c 115
Popcorn 116

Pre-Language Sensations for Everyday Living Skills
Level I (Mental Age 0-9 Months, Approximately)

The lessons in Level I are concerned with developing pre-language sensory awareness. This is accomplished through experiences provided by the teacher as she talks to, stimulates, and motivates a child to participate.

Focus of Level I Awareness Activities:

Gross Motor:
- to hold head erect
- to sit
- to follow object with eyes

Fine Motor:
- to grasp and begin to play with hands
- to pick up objects

Language: (Receptive)
- to smile, respond to "Hi"
- to respond to environmental sounds and locate source

(Expressive)
- to make sucking, cooing, and gurgling sounds
- to laugh when stimulated
- to babble
- to vocalize for toys

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Experience: Gross Motor
Modality: Tactile

Range of Motion*

Materials: mat
Setting: floor activity
Participants: individual

General Description: normal range of motion activities to introduce concepts of up, down, and around

Activity: Have child on his back on a mat. Tickle him. When he raises his arms or legs, say, "You put your leg (or arm) up. Now put your leg (or arm) down." Raise his arm(s) (legs) up and say, "Up." Move arm(s) down and say, "Down." Move arms around full normal range and say, "Around." Move head from side to side, "You are looking around."

Helpful Suggestions: These activities are basic to all physically handicapped. Do these gently and slowly. They can be done incidently as you walk by the child. They should be done frequently if he is immobile.

Associated Lessons: IV-68, V-83

*Written by: Patricia Hallett, Grant Consultant

Experience: Language
Modality: Visual, Auditory

Mats and Mirrors*

Materials: mat, blanket roll, cookie sheet mirror, blinker light, noise maker
Setting: floor activity
Participants: two-three

General Description: to stimulate awareness of self using lights and noises

Activity: Place child on abdomen. Arrange blanket roll under chest (blanket roll should be measured to fit under child's chest--not too fat or too long). Prop cookie sheet in front of child. Call his attention to his reflection. Reinforce his attending by placing the flashing light behind him. Use noise maker coordinated with light to gain attention.

Helpful Suggestions: Talk to child as you work with him. Smile at him. Point to his reflection in the mirror.

Associated Lessons: II-24, 31

*Written by: Patricia Hallett, Grant Consultant

Experience: Language
Modality: Visual, Auditory

More Mats and Mirrors*

Materials: mat, blanket roll, large mirror, blinker light, noise maker
Setting: floor activity
Participants: two-three

General Description: stimulate awareness of body parts

Activity: Place child on abdomen with blanket roll under chest. Place mirror (large enough for 2-3 children to see their image) so that each child can easily view his face. Call attention to his reflection. Touch the child's eyes while he is looking at his reflection, "These are eyes, see your eyes." "See my eyes." Pointing to your own eyes. Continue with nose, ears, hair, etc.

Helpful Suggestions: Work no longer than 5 to 10 minutes. Child gets tired holding up head. Occasionally rub neck muscles to reduce rigidity.

Associated Lessons: II-24, 31

*Written by: Patricia Hallett, Grant Consultant

Experience: Gross Motor
Modality: Visual, Auditory

Mats and Mobiles I*

Materials: stretchy rope, bright colored objects, music
Setting: floor (crib) activity
Participants: individual, two-three

General Description: stimulate visual awareness through reaching for brightly colored mobiles

Activity: Arrange mobile or bright colored objects on stretchy rope above child. (Place low enough for child to touch or bat.) Put on music (waltz or gently moving rhythmic music). Place child on mat. Blow at or move objects--to attract child's attention.

Helpful Suggestions: Talk to children, rhythmically move their arms and hands through the motions of reaching. Child should be exposed to mobile for a short period of time. Mobiles need to be changed frequently.

Associated Lessons: II-27, 28, 36; III-52; IV-70

*Written by: Patricia Hallett, Grant Consultant

Experience: Manipulative
Modality: Visual, Auditory

Mats and Mobiles II*

Materials: stretch rope, noisy squeeze toys
Setting: floor (mat or crib) activity
Participants: individual, two-three

General Description: stimulate auditory and visual awareness; stimulate grasping and releasing objects

Activity: Put child on mat or in crib. Hang object on stretchy rope. As child attends to object (either by reaching or touching) help him squeeze it so he can hear the noise. Once attention is centered, move object slowly along rope to the next child. Introduce several noisy toys and one silent toy. Encourage reaching, squeezing.

Helpful Suggestions: Talk to child, "See the (name of object)?" "Now watch!" "It is moving!" (Be excited.)

Associated Lessons: III-50, 51, 52

*Written by: Patricia Hallett, Grant Consultant

Experience: Manipulative
Modality: Visual, Auditory, Tactile

Mats and Mobiles III*

Materials: On flexible stick extend a mobile made of: baby rattle, rick-rack, card board covered with foil, syrofoam ball made into a face, chain of bells, mirrors, sandpaper, musical objects, balloons, etc. Suspend object with ½" elastic.
Setting: floor activity (sitting or prone)
Participants: individual

General Description: encourage grasping of objects and visually following moving objects to develop fine motor control.

Activity: Place child in position to grasp objects to develop fine motor control. He will receive different sensations from the different textures used on the mobile. He will develop auditory discrimination by use of bells, rattles, musical toys; eye control will develop by following the moving objects; concentration and focusing attention is encouraged by pulling on mobile; muscles in arms will strengthen.

Helpful Suggestions: If at first child does not react to mobile, pin bottom of mobile to bottom of shirt sleeve. Child will pull on it to get off with other hand, or pin to middle of shirt when child is in prone position which helps to develop arms to mid-line. If child is on mat and is a great "kicker," hook it around ankle; child will follow moving object and try to pull it off foot.

Associated Lessons: II-28, 40; V-80

*Written by: Joan Coelho, Teacher Assistant, John E. Fogarty Center

Experience: Manipulative
Modality: Visual

Paddle Ball*

Materials: sponge rubber ball (nurf ball) hanging from string tied around it
Setting: individual attention area
Participants: individual

General Description: eye tracking and eye-hand coordination

Activity: Swing the ball slowly in front of or over child's face. When he is following the ball with his eyes, hit it for him softly to make it move faster. As it slows down, repeat. Help him to hit the ball by moving his hand. As he grasps the idea of the task, fade out the prompting, and let him do it alone.

Helpful Suggestions: On initial swinging, hit the ball gently enough so that the range of swinging is short and within the child's visual range. Be excited exclaiming, "Get the ball. Hit the ball. See the ball go!"

Associated Lessons: II-25, 28

*Written by: Marilyn Marcus, Clinical Instructor, Dr. Joseph H. Ladd School

Experience: Manipulative
Modality: Visual

Lollipop Mobile*

Materials: lollipop, styrofoam, elastic or string
Setting: table work (high chair)
Participants: individual

General Description: stimulate visual awareness and fine motor coordination

Activity: In order to get child to hold head up and to reach out, put stick of lollipop into a piece of styrofoam. Hang this with string or elastic (mobile style) within reach of child.

Helpful Suggestions: Especially effective if child is sitting up or in a high chair. Give child taste of lollipop first, then hang it up so child must lift his head to see and reach it.

Associated Lessons: II-15, 28; III-50, 52, 55, 59

*Written by: Joan Coelho and Fran St. Lawrence, Teacher's Aides, John E. Fogarty Center

Experience: Language
Modality: Visual, Auditory, Tactile

Whipped Cream I*

Materials: can of whipped cream, towels, bibs
Setting: table work (sitting position)
Participants: individual, two-three

General Description: experience in awareness using element of surprise

Activity: Sit in front of table or directly in front of child. Shake can and spray a small amount on hand. Show it to the children; smell it, lick it, and say, "Umm, good!" Spray small amount on your hand again slowly approach a child and ask him to smell; stick out your tongue and say, "Taste it." Spray small amount on child's hand or on table. If child does say, "Umm, good," ask, 'Want some more cream?" (Do the same for each child.)

Helpful Suggestions: Always use small amount to avoid giving child too much.

Associated Lessons: II-26, 33, 34, 35, 36, 37; III-42, 54; IV-65

*Written by: Patricia Hallett and Jane K. Gates, Grant Consultant and Grant Coordinator

Experience: Language
Modality: Visual, Auditory, Tactile

Whipped Cream II*

Materials: can of whipped cream, towels, bibs
Setting: table work (sitting position)
Participants: individual, two-three

General Description: experience in awareness using element of surprise

Activity: Seated in front of child spray cream from can onto table. Stop and say, "Listen." Turn your head as if to listen, "What do you hear?" Spray again. "It goes sh-sh-sh." "Umm, it is good," as you stick your finger into cream and taste it. Repeat last step only spray onto his hand, and have child stick his tongue out to lick and explore cream. Spray small amount on table in front of child. Let him touch it--play in it, lick it. Encourage him to put it on his face (nose, mouth.) Show him in the mirror what he looks like. "Show me your tongue." Place small amount on tongue.

Helpful Suggestions: Do not force activity on child if he does not want to do it or if he is afraid. Let him explore. Be cheerful and encouraging. Don't worry about the mess!

Associated Lessons: II-26, 33, 34, 35, 36, 37; III-42, 54; IV-65

*Written by: Jane K. Gates and Patricia Hallett, Grant Coordinator and Grant Consultant

Experience: Language
Modality: Visual, Auditory

Peek-a-Boo*

Materials: blanket
Setting: quiet corner
Participants: individual

General Description: visual stimulation and social development

Activity: Sit in front of child and obtain eye contact by talking saying, "hi." Put hands or blanket over own face and quickly move hands or cover and say, "Hi (Name)" (smiling). Repeat several times, before putting your hands over child's eyes and taking hands away saying, "Hi (Name)". Move child's hands through motions encouraging him to do it himself.

Helpful Suggestions: "Peek-a-Boo" or "Boo" may be used for variety. The next level would be to use same procedure with a piece of blank cardboard. Hide behind a large object and peek around saying "Hi (Name).) See if child can locate where you are. The final goal would be to have child look up in response to your entering the room saying, "Hi (Name)."

Associated Lessons: III-42; V-82

*Written by: Patricia Hallett, Grant Consultant

Experience: Language
Modality: Visual, Auditory

Listen-Look*

Materials: whistle, musical Jack-in-the Box
Setting: quiet corner
Participants: two-three

General Description: To begin to gain visual and auditory attention; a child learns to respond and continues to respond if he is rewarded. Initially his attention span may be only the length of a blow on a whistle. Initial lessons are short and repeated frequently.

Activity: Begin with blowing whistle once, show surprise and say, "Hi (name)," smile. Repeat with same enthusiasm perhaps ten times. After several lessons bring in the Jack-in-the-Box. Play music until Jack is ready to pop out, blow whistle--then up pops Jack. Next blow the whistle, call the child's name; reward him for responding. If the child responds to his name, but attention is difficult to hold, try blowing the whistle to regain attention several times.

Helpful Suggestions: Always give the child a reason to look and listen.

Associated Lessons: II-32, 33, 34, 35; III-56, 57; IV-67; V-81, 88; VI-99

*Written by: Jane K. Gates, Grant Coordinator

Experience: Language
Modality: Tactile

Try It; You'll Like It*

Materials: tasting pairs: honey-vinegar, salt-sugar, baking chocolate-sweet chocolate, powdered jello-salt, flour-confectionery sugar
Setting: table work
Participants: two-three, more than 3

General Description: sensory experiences in tasting; a sequence to encourage awareness of different tastes and textures

Activity: The object is for the child just to taste! Honey and vinegar would be presented in a spoon; salt and sugar from a bowl. Let child wet his finger in water, then place finger in sugar (salt, etc.). Encourage child to taste by saying, "Try it." Wait and watch for reaction. If taste is pleasant say, "Mmm sugar!" Use eye contact so child can say "Mmm." If taste is not liked, say "Oh salt!" Encourage child to react!

Helpful Suggestions:

Associated Lessons: II-16; III-45, 47, 48, 53; IV-65, 66; V-90,93; VI-97, 115, 116

*Written by: Jane K. Gates, Grant Coordinator

Experience: Gross Motor
Modality: Tactile

"Tasty Pops"*

Materials: "ice cube" popsicles, extract flavorings, food coloring (optional)
Setting: individual attention area
Participants: individual, two-three

General Description: increase tongue mobility through introducing different tastes

Activity: Coat the topmost part of the ice cube with a flavoring such as lemon, vanilla, strawberry, etc. Continue with the same flavor until the child tires of it. (The same flavor may be introduced several lessons in a row.) Accompany the child's sucking the flavor off the ice cube with appropriate vocabulary, i.e., "taste, sour, lemon. Ooh, lemon!" etc. Continue to build an awareness of several different flavors, and then introduce discrimination of two different flavors.

Helpful Suggestions: One of the ways of reintroducing a same flavor is to color the ice cubes or ice milk with appropriate food coloring. Colors may then be introduced in this lesson. Note: Coldness is most effective for stimulating initial movement of tongue.

Associated Lessons: IV-66

*Written by: Patricia M. Webb, Grant Instructor, Cranston Regional Center

Experience: Gross Motor
Modality: tactile

Lick It Off*

Materials: pudding, tooth paste, peanut butter, marshmallow fluff, etc.
Setting: table work with mirror
Participants: individual

General Description: to increase tongue mobility through different tastes

Activity: Place small dab of pudding (or other tasty substance) on upper lip. Encourage child to lick if off with tongue tip. Repeat procedure by putting taste in corners of the mouth. Let child look at himself in the mirror and lick it off.

Helpful Suggestions:

Associated Lessons:

*Written by: Marlene Spiegel, Grant Instructor, John E. Fogarty Center

Experience: Manipulative
Modality: Visual, Tactile

Powder Clouds and Vibrations*

Materials: baby powder, vibrator
Setting: individual attention area
Participants: individual

General Description: initiate blowing for lip-rounding and direction of air-flow; stimulate awareness and vocal reactions

Activity: Let child smell powder. Pour a little in your hand and blow it. Respond with "Oh!" Continue with "You blow," pouring powder in child's hand. Children enjoy the cloud of powder, a surprise element. Put vibrator on your hand and arm first. Allow child to explore feeling vibrator on his hand. Gradually stimulate child's arm, foot, back, even his cheek. Children enjoy the sensation of the vibrator and begin to vocalize.

Helpful Suggestions:

Associated Lessons: II-27, 29, 30; III-58, 60, 61; IV-67; V-79

*Written by: Jane K. Gates for Freda Haworth and Steve Levinson, Graduate Students, Dr. Joseph H. Ladd School

Experience: Language
Modality: Tactile

Tickle Talcum*

Materials: talcum powder, powder puff
Setting: individual attention area
Participants: individual

General Description: tactile stimulation

Activity: Tickle gently arms, hands, legs, tummy, and face with the puff exclaiming, "Feel how soft, it tickles." Place puff in powder, puff face lightly exclaiming, "Smell the powder; it smells so good!" Brush arms, legs, etc. "The powder smells good, now you smell good all over."

Helpful Suggestions: Go easy on the powder. A little goes a long way. A lot just flys all over the room and lungs.

Associated Lessons: III-47, 48, 49, 51, 52; IV-64; V-78; VI-98

*Written by: Marilyn Marcus and Barbara Naughton, Clinical Instructor and Speech Therapist, Dr. Joseph H. Ladd School

Experience: Gross Motor
Modality: Tactile

Tactile Toe-Touching*

Materials: carpet sample, cold floor sand, cotton balls, snow or ice, soapy water, towel
Setting: open classroom
Participants: individual, two-three

General Description: Sensory experiences using different textures and temperatures will aide in self-awareness. It will help the child learn to react, encourage exploring, and re-tracting from one feeling that is not so pleasant.

Activity: Begin with standing the child barefoot on carpet sample. Let him explore with his feet. After adequate exploration (maybe several days) stand child on rug, then cold floor. Each time give the child ample time to relax and explore with his feet. When finished, set child down and rub his feet--call attention to his feet. Continue building the sequence of tactile sensations.

Helpful Suggestions: While standing in standing box or "tube" the child may enjoy standing barefoot on a carpet square. It may encourage him to explore with his feet. After warm, soapy water, have a turkish towel ready and really rub--and talk!

Associated Lessons: III-44

*Written by: Jane K. Gates, Grant Coordinator

Experience: Gross Motor
Modality: Tactile

Ivory Snow Hands and Feet*

Materials: bowl, beater, Ivory Snow flakes, food coloring, construction paper
Setting: floor activity, table activity
Participants: individual, more than 3

General Description: increase awareness of tactile sense and texture; begin awareness of my hands and my feet.

Activity: In a hand basin whip Ivory Snow flakes with water until the consistency of "Whipped Cream;" add food coloring if desired. Let child feel the mixture and cover his hands (or feet) with it. Have child make handprint on a piece of construction paper. Or place an amount of the mixture on the construction paper; smooth it out. Then let child make an impression of his hands (and/or feet). Let dry. Display at child's eye level.

Helpful Hints: Let child explore before print is made.

Associated Lessons: III-44

*Written by: Jane K. Gates for Kathy Green, Gross Motor Instructor, South County Regional Center

Experience: Manipulative
Modality: Visual, Tactile

Bananas!*

Materials: banana, bowl, spoon, wet and dry towels, bibs
Setting: individual attention area
Participants: individual

General Description: visual and tactile awareness; taste experience

Activity: Begin with whole banana, identifying as a fruit. Let child hold banana; as you begin to peel it, have child help, prompt him. If he is able to, have him complete the peeling. Tell him, "We're going to mash the banana." Put small amount on your finger, approach child slowly telling him to "smell it; taste it." Encourage child to place fingers in banana. "Feel it, it's squishy and sticky. Taste it."

Helpful Suggestions: Good activity for teaching finger feeding. Be enthusiastic!

Associated Lessons: II-16; III-45, 47, 48, 53; IV-65, 66; V-90, 93; VI-97, 115, 116

*Written by: Marilyn Marcus, Clinical Instructor, Dr. Joseph H. Ladd School

Experience: Manipulative
Modality: Tactile

Lunch Time and Language*

Materials: lunch or snack
Setting: table activity
Participants: individual

General Description: opportunity for individual attention, development of language and fine muscle skills in chewing, sucking, and swallowing--the same muscles used for speech

Activity: Seated in front of child, get the child to smile (smile and call his name), then "plop" the food into his mouth and say, "Chew." Make chewing motions yourself. Develop his interest in eating, in you, and maintaining eye contact. Good for imitative behavior. If a child will not eat, sometimes he will respond to a plastic or teflon spoon. It is his, it is colorful and is not cold metal! If a child keeps his tongue glued to the roof of his mouth, separate them with your index finger. Build a positive feeling by being verbal; "mmm, milk is good." Did you ever eat "Chocolate Eyebrows?" Child will lift his head, open his mouth (laughing) when you raise your attention to his eyebrows. Have cup of milk ready, and he may laugh and swallow milk. Again you have emphasized the pleasure--that is communication.

Helpful Suggestions:

Associated Lessons: II-39; III-45

*Written by: Nancy Mitchell and Connie Sutherland, Woonsocket Regional Center

Experience: Language
Modality: Auditory

Babbling Tapes*

Materials: pre-recorded tape of babbling sounds, tape recorder
Setting: quiet corner
Participants: individual, more than 3

General Description: encourage auditory awareness and the stimulation of imitative babbling and first sounds

Activity: When children are lying on mats for rest period, play tape of babbling sounds to encourage children to imitate. Have volume of tape recorder at a comfortable listening level. Concentrate on one babbling sound before introducing a second sound. Sounds in developmental order are: m, b, p, w, h, n, t, d, k, g, ng (ing), j, f, v, th, sh, l, z, s, r. The first five sounds would be the concern of this lesson.

Helpful Suggestions:

Associated Lessons: II-37, 40

*Written by: Jane Gates for Sara Finck, Language Clinician, Dr. U. E. Zambarano Hospital

Pre-Language Sensations for Everyday Living Skills
Level II (Mental Age 9-12 Months, Approximately)

Focus on Advancing Awareness and Beginning Discrimination Activities:

Gross Motor:
- to sit with no support
- to bag toys or objects together
- to play with body (feet, eyes, nose, etc.)

Fine Motor:
- to bring hand to mouth, i.e., begin self-feeding
- to transfer objects from one hand to other

Language: (Receptive)
- to look for objects (beginning visual memory)
- to locate source of sound with eyes or by turning head
- to begin differentiating sounds

(Expressive)
- to produce vowel sounds (ba-ba, da-da, etc.)
- to use different inflectional patterns
- to make talking sounds in response to others
- to "talk" (babble) to toys

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Experience: Language
Modality: Visual

Light Up & Look*

Materials: flashlight, colored cellophane
Setting: floor activity
Participants: individual, two-three

General Description: visual awareness and tracking

Activity: The light is flashed on the wall and/or ceiling in order to get the child's attention. Surprize and excitement should be generated by the instructor as he plays the light across the room in various patterns to be followed by the child. Say "where's the light" flash it on and off. "Where does it come from?"

Helpful Suggestions: Can use different colored cellophane over light to diversify and perhaps hold attention. Child may show interest and want to hold light and follow his own patterns on wall alone or with assistance.

Associated Lessons: IV-74; V-80; VI-111

*Written by: Nancy Peckham, Grant Instructor, J. Arthur Trudeau Memorial Center

Experience: Gross Motor
Modality: Visual

Follow Balloon*

Materials: partially inflated "punching" balloons
Setting: floor activity
Participants: two-three

General Description: visual awareness and tracking

Activity: Pick up several balloons and gently put them in front of children. Let children touch and feel the balloons. Bat the balloons and let children creep after them. Let child try to pick one up and help him bat it.

Helpful Suggestions: If regular balloons are used and completely filled, they will break easily, frightening the child. Too many balloons are confusing; one per child is satisfactory.

Associated Lessons: V-80; VI-114

*Written by: Patricia Hallett, Grant Consultant

Experience: Language
Modality: Visual

Faces*

Materials: see-through TV tray, eye, nose mouth, eyebrow cutouts
Setting: individual attention area
Participants: individual

General Description: condition child to respond to faces and develop body image

Activity: Put child on back in crib or on mat. Place TV tray over him (so when he looks up he can look through the clear tray surface; like looking through a window). Arrange the facial features (eyes, etc.) above him in many different configurations. Note his response. Arrange face in normal way; kneel beside child and, take his finger and point to eyes--then help him touch his eyes and say "eyes"--then nose and so on.....

Helpful Suggestions: Move slowly and gently. When noting child's response to configurations be aware if he responds differently to each facial arrangement.

Associated Lessons: III-42, 46; VI-96, 98, 107, 108, 109, 110; I-12; IV-64, 73, 75; V-86

*Written by: Patricia Hallett, Grant Consultant

Experience: Manipulative
Modality: Visual

Feather Blowing*

Materials: rope or string with feathers, tissue animals, etc. strung on it
Setting: floor activity
Participants: more than three

General Description: develop breath control for support of speech; increase interoral pressure; facilitate lip control

Activity: With children in semireclining position on floor, children inhale and hold breath. Exhale with oo sound trying to make objects move.

Helpful Suggestions: Objects with a broader shape tend to catch air better.

Associated Lessons: I-16; III-58, 60, 61; IV-67; V-79

*Written by: Patricia M. Webb, Grant Instructor, Blackstone Valley Regional Center

Experience: Language
Modality: Visual

Watch the Bubbles*

Materials: jar of bubbles and wand
Setting: individual attention area or floor activity
Participants: individual, more than 3

General Description: to develop visual awareness and tracking

Activity: With children seated on carpet sample, teacher (holding loaded bubble wand) calls the children by name and says, "See the bubbles?" "Watch...Where did the bubbles go?" Blow bubbles near the child's face. Let child try to reach or catch them. Hold the bubble wand up for child to blow through. Exclaim over the bubbles as they are blown out by the child.

Helpful Suggestions: Be enthusiastic! Talk to each child; reinforce each child's response to the bubbles.

Associated Lessons: I-8; III-43; IV-70, 74; V-80; VI-93, 102, 114

*Written by: Jane K. Gates, Grant Coordinator

Experience: Manipulative
Modality: Visual

A Panful of Bubbles*

Materials: detergent, basin, water, straw, small toy or bar of soap
Setting: table activity
Participants: individual, two-three

General Description: continue to develop blowing ability; lip rounding; direction of air stream

Activity: Place about an inch of warm water in a basin, pour in detergent making lots of bubbles. "Hide" toy or bar of soap under the suds. Present basin to child(ren). Demonstrate blowing through straw to make a mountain of bubbles. (Usually a child will drink only once!) After many blows and bubbles, blow into the bubbles without a straw. The bubbles will separate, revealing the "surprise"--bar of soap, or toy.

Helpful Suggestions: A very active child who is usually not cautious has been found to very gently and carefully carry a basin of water to and from a table. (Marlene Spiegel-Instructor)

Associated Lessons: I-16; III-58, 60, 61; IV-67; V-79

*Written by: Nancy Peckham and Barbara Mattson, Grant Instructor and Graduate Student, J. Arthur Trudeau Memorial Center

Experience: Manipulative
Modality: Auditory, Visual

Pudding Bubbles*

Materials: "soupy" pudding, large plastic straws, shallow bowls
Setting: quiet corner
Participants: individual, two-three

General Description: increase breath volume and control; more difficult blowing exercise

Activity: With freshly made pudding in a shallow bowl, let the child direct his air flow through the straw into the pudding. He'll be making bubbles that have a distinctive "plop" sound. He can both watch the bubbles and listen to the sound. As the pudding thickens, he has to use more air pressure to make the bubbles.

Helpful Suggestions: When the pudding gets too thick, dilute it with milk or water. The pudding can be used later for a Pudding Pleasure experience.

Associated Lessons: I-16; III-58, 60,61; IV-67; V-79

*Written by: Patricia M. Webb, Grant Instructor, Cranston Regional Center

Experience: Language
Modality: Visual, Auditory

Play With Sound and Light*

Materials: flashlight
Setting: individual attention area
Participants: individual

General Description: using light and sound to stimulate auditory and visual awareness and tracking

Activity: Leave lights off in work area and have the child sitting or lying down. Call child's name and at the same time quickly flash light on his face; the child will react to the light as he hears his name. Quickly move the flashlight under your face and say child's name again so he can see you speak his name. Laugh and smile, making the surprise game fun.

Helpful Suggestions: Gradually eliminate the flashlight until the child responds only to his name. Be sure the child has a reason (reward) for responding. Light can also be moved from side to side for locating light-sound source.

Associated Lessons: I-3, 13; III-56

*Written by: Theresa Gelsomino and Peter Holden, Teaching Aides, John E. Fogarty Center

Experience: Manipulative
Modality: Auditory

Touch the Noise*

Materials: noisy toy, cloth bag
Setting: individual attention area
Participants: individual, two-three

General Description: detecting and locating specific sounds

Activity: With child seated in front of you, show him the toy and let him discover how to make the toy squeak. Put toy in bag and give bag to child, "Where is it?" "Find the (name of toy)." "Listen." Make toy squeak, and let child find the toy. For a group repeat for each child having duplicate toys each in a separate bag.

Helpful Suggestions: Exclaim when child finds toy. If toys are rhythm instruments, move from this activity to a rhythm band. Put on a record and let the children respond freely.

Associated Lessons: II-32, 33, 34, 35; III-56, 57; IV-67; V-81, 88; VI-99

*Written by: Patricia Hallett, Grant Consultant

Experience: Language
Modality: Visual, Auditory

Noisy Balloons*

Materials: balloon with noise maker in stem
Setting: floor activity
Participants: individual, two-three

General Description: to develop auditory awareness and tracking

Activity: With children seated on carpet samples in a circle, partially blow up a balloon. Gradually let air out of balloon. As air escapes from balloon, noise will occur. Say, "Listen--where does the noise come from?" Move from child to child and let them listen. Blow up balloon again and let it fly. It will fly around the room making a noise as it goes. Watch the children to detect their awareness of the moving sound.

Helpful Suggestions:

Associated Lessons: II-32, 33, 34, 35; III-56, 57; IV-67; V-81, 88; VI-99

*Written by: Patricia Hallett, Grant Consultant

Experience: Language
Modality: Visual, Auditory

Where is the Noise?*

Materials: soft squeaky toys, toys with bells, etc.
Setting: individual attention area
Participants: individual

General Description: to encourage playing with toys and responding to the sounds they make

Activity: Observe child with noisy toys in front of him. If he does not use them, help him touch and make each toy squeak or ring. Remove all except the one he responds to best. Hold that toy to right side and have it make noise. If he follows by turning his head or eyes, "that's good, you heard it." Let child squeak toy for reinforcement. Repeat actions from left to right, then try from greater distances.

Helpful Suggestions:

Associated Lessons: II-32, 33, 34, 35; III-56, 57; IV-67; V-81, 88; VI-99

*Written by: Patricia Hallett, Grant Consultant

Experience: Language
Modality: Visual, Auditory

Hide the Radio*

Materials: wind-up playschool radio
Setting: open classroom
Participants: individual, more than 3

General Description: to locate sound and develop concepts of Where and What

Activity: With child seated in front of you, wind up radio and let him listen to and handle radio. Put it near each child's ear so he can hear it clearly. Wind it up "a little" again, and hide it behind you or under a box. Ask children to find it. ("Where is the radio?") A possible reinforcement is to let the child who found it hide it next time.

Helpful Suggestions: If two teachers are leading the activity, one can keep the group on the blanket while the other hides the radio. Make hiding place very simple and close at first. Once hidden say, "Listen--what is that?" "Where is it?" "Go find it." Upon discovery, "A RADIO!" Keep directions short, and simple, in sequence and consistent!

Associated Lessons: II-32, 33, 34, 35; III-42, 56, 57; IV-67; V-81, 88; VI-99

*Written by: Jane K. Gates, Grant Coordinator

Experience: Language
Modality: Visual, Auditory

Hide and Seek*

Materials: small toy, bottom of shoe box with hole cut in surface
Setting: table activity
Participants: individual

General Description: to arouse curiosity by stimulating interest in grasping and exploring through using element of "surprise"

Activity: With shoe box upside down, show child toy saying, "See the ____?" Drop toy through hole saying, "Where is the ____?" Help child find toy, and praise him for his discovery. Continue with same toy, then introduce new ones. Always hold toy close to face when saying, "See the CAR," so child sees mouth movement.

Helpful Suggestions: This activity may be expanded to two boxes (1 white, 1 red). Drop toy in one, then move boxes around to see if child follows and is able to discover where the toy is. This is a good way to increase vocabulary understanding.

Associated Lessons: II-26, 33, 34, 35, 36, 37; III-42, 50, 51, 54; IV-65; VI-94

*Written by: Jane K. Gates, Grant Coordinator

Experience: Language
Modality: Auditory

Auditory Alert*

Materials: tape recorder with tape of child's name
Setting: individual attention area
Participants: individual

General Description: foster recognition of name as a prerequisite to gaining attention for following directions

Activity: Make a tape for the child. Ex.: Mary (pause). Mary (pause). Hi Mary... Mary, hear the music (section of soft music)... Mary, hear the music... Use "Mary" to develop attention to listen to the music. Other tasks might include Mary, hear the car, hear the cat, etc. In an instructional period, Mary could hear her name, followed by "give me the book," etc.

Helpful Suggestions: For a group tape, sections of music could be interspersed with different children's names. This should be a passive, relaxing, uninterrupted listening period. It can be used over and over again. This lesson could be interwoven with Babbling Tapes (Developmental Level I-22).

Associated Lessons: I-22; II-40; III-57; VI-113

*Written by: Jane K. Gates for Nancy Peckham, Grant Instructor, Trudeau Memorial Center

Experience: Manipulative
Modality: Visual, Tactile

Sticky Tape*

Materials: masking tape
Setting: individual attention area
Participants: individual

General Description: to stimulate reaching and grasping for a purpose (particularly good for passive children); to develop self-awareness

Activity: Child may know some body parts, e.g., nose, mouth, eyes, but is reluctant to point or touch named parts. Take a small piece of masking tape, say, "Where is your nose?" Put tape on child's nose. Child will reach and pull off tape. "There's your nose." Child also becomes aware of his hands as tape will stick to fingers. Have child pull tape off your nose, etc. Continue teaching new body parts. Above all, make it fun to learn!

Helpful Suggestions:

Associated Lessons: I-12; III-42, 46; IV-64, 73, 75; V-86; VI-96, 98, 107, 108, 109, 110

*Written by: Michael McMahon, Graduate Student, Blackstone Valley Regional Center

Experience: Language
Modality: Visual, Tactile

Fun with Fruit*

Materials: orange for each child
Setting: table activity
Participants: two-three, more than three

General Description: to experience the actual food, texture, color, taste; to clean up using time to reinforce body parts and self help skills

Activity: Allow the children to handle their oranges while talking about color and shape. Talk about removing the orange peel, and start peeling one. Help some of the children start removing the peel, and allow them to eat the orange and explore the taste, texture or anything else that interests them.

Helpful Suggestions: Child does as much as he can by himself. This lesson can be done with any fruit or vegetable. (Bananas, for example, may be easier than oranges at first.) Some fruits and vegetables can be cut into small pieces so the children will have to ask for more.

Associated Lessons: II-16; III-45, 47, 48, 53; IV-65, 66; V-90, 93; VI-93, 97, 115, 116

*Written by: Pam Reeves and Nancy Moore, Language Aides, Blackstone Valley Regional Center

Experience: Language
Modality: Auditory

Here It Comes*

Materials: tape recorder, environmental sound tape
Setting: quiet corner
Participants: more than three

General Description: to build awareness and recognition of familiar environmental sounds

Activity: Record a tape of environmental sounds as follows: "Listen, a car." (Sound of a car and horn) "Listen, the telephone." (Sound of phone ringing) Tape may be played as group is resting and room is darkened. This lesson may be reinforced with sound and picture during a lesson time. Sounds made are repeated on tape and other sounds gradually added to include: car, fire engine, airplane; dog, cat, bird; telephone, doorbell, alarm clock, baby, mother, father; walking, running, hopping.

Helpful Suggestions:

Associated Lessons: I-22; II-40; III-57; VI-113

*Written by: Jane K. Gates, Grant Coordinator

Language and Pre-Speech Activities for Everyday Living Skills
Level III (Mental Age 1-1½ Years, Approximately)

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Focus on Self-Awareness and Pre-Speech Activities:

Gross Motor:
- to put self into sitting and standing positions
- to begin crawling
- to gain balance skill
- to put toys in and out of boxes
- to work for objects out of reach

Fine Motor:
- to finger feed
- to use thumb-finger grasp
- to begin to hold spoon
- to probe with index finger
- to hand toy to another person

Language: (Receptive)
- to stop activity when name is called or when "no-no" is said
- to follow simple commands (Give the toy to me.)

(Expressive)
- to imitate definite speech sounds (tongue clicking, lip smacking, coughing)
- to use two word sounds meaningfully for parents (ma-ma, da-da)

Experience: Gross Motor
Modality: Auditory

Jack-in-the-Box*

Materials: tamborine, bell, or similar distinct noise maker
Setting: open classroom
Participants: individual, two-three

General Description: an auditory training game to practice the concept of up-down

Activity: Using a cardboard box large enough for a child to get into, have the child "hide" in the box. When he hears the bell, he pops up. Have several children in boxes. When whistle blows, they pop up. (Concept of sound "off") Children in boxes. When music stops, up they pop. As their name is called, they pop out of the box and say, "Here I am." or "See me!"

Helpful Suggestions: Reward child for coming up out of the box each and every time to establish idea of game.

Associated Lessons:

*Written by: Jane K. Gates, Grant Coordinator

Experience: Manipulative
Modality: Visual

Bowling Alley*

Materials: bowling pins (empty detergent bottles), bowling ball (large rubber ball)
Setting: open classroom
Participants: individual

General Description: to develop eye-hand coordination and following directions

Activity: With the bowling alley being a narrow, long strip of floor, have the child sit (or stand) at starting line. Teacher sits behind pins. Teacher says, "Roll the ball," and exclaims when pins fall over. This can be expanded to a capable child "Setting up pins," etc.

Helpful Suggestions: A beginner sits on the starting line and is helped to direct ball towards pins (plastic detergent bottles).

Associated Lessons:

*Written by: Jane K. Gates, Grant Coordinator

Experience: Gross Motor
Modality: Visual, Auditory

Balloon Walk*

Materials: medium to large size balloons filled with a small amount of air, music with a rhythm to walk to
Setting: floor activity
Participants: individual, two-three

General Description: to develop balance and coordination

Activity: Tape neck of balloon to floor, each close enough together for the child to step from one to the next. Demonstrate walking on balloons. Take the child by the hand, and while walking on each balloon (child is walking beside), say, "See the balloon? Step on the balloon. Find the next one." This is best accomplished by teacher and child in stocking feet.

Helpful Suggestions: Activity may be done by creeping (putting hands on balloons). Instead of balloons, use soft squeaky toys. As he presses on to the next, he gets a sound from the toy.

Associated Lessons: II-25; IV-68

*Written by: Patricia Hallett, Grant Consultant

Experience: Manipulative
Modality: Visual, Auditory

Mirrors and Mealtimes*

Materials: food, mirror, eating utensil suited for child
Setting: table work
Participants: individual, two-three

General Description: to develop self feeding skills and awareness of function of body parts

Activity: At mealtime have the child seated with the mirror in front of him. As the child is helped to load utensil (or loads utensil for himself), and brings the food to his mouth, he sees himself in the mirror. "See, (child's name) is putting food in his mouth." "See, you are holding the spoon in your hand." "Look at (child's name) eat his lunch."

Helpful Suggestions: If more than one child, move from one child to another with enthusiasm.

Associated Lessons: I-10,11,15,20, 21; II-29; IV-65,66; V-77,90; VI-97

*Written by: Patricia Hallett, Grant Consultant

Experience: Language
Modality: Visual, Auditory

Color Experiences*

Materials: finger paints, paper, mirror
Setting: table work
Participants: individual, two-three

General Description: to develop body awareness

Activity: Tape paper to table in front of the child. Put a dab of paint on the finger tips of one hand (same color on each finger), then have him put fingers down on paper. Exclaim, "See the (color) spots!" Prop mirror in front of child. With paint tipped finger, put finger on nose, "See your (red, blue, etc.) nose?" Do same with cheeks, chin, lips, etc.

Helpful Suggestions: Too much paint on finger will be difficult to get off. Too little paint won't show. Vary the colors; red nose, yellow cheeks, blue chin.

Associated Lessons: I-4, 19; II-28; IV-73,75,64; V-84,88,98; VI-107,108,109,110

*Written by: Patricia Hallett, Grant Consultant

Experience: Language
Modality: Visual, Auditory, Tactile

Pudding Pleasure*

Materials: pudding, wax paper or freezer paper
Setting: table work
Participants: individual, two-three

General Description: tactile and expressive lip and voice sounds

Activity: Tape wax paper or freezer paper in front of child. Put a reasonable amount of pudding in front of each child, and let them discover. For those who will not touch pudding, gently help them put their fingers in it. Put some pudding in your mouth, and as you are doing this, call the child by name saying, "ummmm, good!" Smack lips. Repeat this action periodically during activity.

Helpful Suggestions: Let imagination go to find other activities within this setting.

Associated Lessons: I-10,11,20; IV-64,65,66; V-90; VI-93,97

*Written by: Patricia Hallett, Grant Consultant

Experience: Manipulative
Modality: Tactile

Spaghetti*

Materials: large serving tray, cooked spaghetti
Setting: table work
Participants: individual, two-three

General Description: develop tactile and visual awareness

Activity: Child is seated with tray of spaghetti in front of him. Encourage him to feel, squeeze, and "write" in the spaghetti with his finger. Pack spaghetti in cups. Encourage children to taste it.

Helpful Suggestions: If spaghetti begins to dry, add a little cold water to make it slippery.

Associated Lessons: I-10,11,20; IV-64,65,66; V-90; VI-93,97

*Written by: Barbara Mattson, Graduate Student, Newport County Regional Center

Experience: Manipulative
Modality: Visual, Tactile

Playdough Pancakes*

Materials: popsicle stick, soft playdough
Setting: table work
Participants: individual, two-three

General Description: feeding skills; eye-hand coordination

Activity: Help the child make a pancake out of playdough (thick enough to cut). Help him use popsicle stick to cut dough in pieces, "See, we are cutting." Move his hand and stick up and down through dough or crosswise through dough saying, "We are cutting the dough." Then let the child try without your assistance.

Helpful Suggestions: For variety use cookie sheet for different shapes. A garlic press makes interesting "hair" or "spaghetti"! (M. Spiegel)

Associated Lessons: I-10,11,20; IV-64,65,66; V-90; VI-93,97

*Written by: Patricia Hallett, Grant Consultant

Experience: Manipulative
Modality: Visual

Foil Surprises*

Materials: wooden blocks, aluminum foil
toy mailbox or any box
Setting: table work
Participants: individual, more than 3

General Description: to develop fine motor skills and visual perception

Activity: Wrap blocks in foil previous to activity. Child will unwrap the blocks before putting them in the box.

Helpful Suggestions: Talk to the child, saying, "What's in the paper?" Calling his name, "What did you find?" Also can be done with cookies or candy for snacktime. Foil is excellent as it forms the shape of the wrapped object, and child can guess what might be inside. Balls and blocks are easy ones to start with.

Associated Lessons: IV-74; V-88; VI-94,97,100,101,114

*Written by: Sara Walsh, Graduate Student, John E. Fogarty Center

Experience: Manipulative
Modality: Tactile

Stretch and Pop Surprises*

Materials: elastic bands, newspaper, cookies and/or small toys
Setting: table work
Participants: individual, more than 3

General Description: to develop fine motor skills

Activity: Wrap cookies or toys in newspaper with elastic around the package (set aside). Introduce child to elastic: stretch the elastic, pop the elastic, put elastic around wrist, etc. Give the child a package with elastic around it. Have him open it and get the surprise.

Helpful Suggestions: Talk to the child about the elastic and the package. Put two elastics around the package. Attach a bow. Make it fun!

Associated Lessons: IV-74; V-88; VI-94,97,100,101,114

*Written by: Sara Walsh, Graduate Student, John E. Fogarty Center

Experience: Manipulative
Modality: Tactile

Pinch the Pins*

Materials: mirror, coffee can, clothespins
Setting: floor activity, quiet corner
Participants: individual

General Description: to help develop and exercise grasp for fine motor skills

Activity: Clip clothespins to the child's clothing, on collars, even in the hair and on pant legs, etc., as the child is looking in the mirror. The instructor says, "Look at you. Look at child's name. Let me see you pinch those pins off." Demonstrate the pinch type motion to the child. Have the child drop the pins he removed into the can. The loud bang sounds good to them!

Helpful Suggestions: Explain the lesson as being fun. Have the child pinch the pins from your own clothing if he is afraid at first, or just to make the lesson more pleasurable. Don't allow him to pull the pins off, help him grasp if necessary. Give much positive verbal encouragement.

Associated Lessons: IV-69; V-86,88; VI-94,100,114

*Written by: Nancy Peckham, Grant Instructor, Newport County Regional Center

Experience: Manipulative
Modality: Visual, Tactile

Instant Pudding*

Materials: instant pudding, milk, bowl, beater
Setting: table activity
Participants: more than three

General Description: provide multisensory experience to help the child see change

Activity: Children open package of pudding and pour contents into bowl. Allow them to feel the powder and blow it gently. Let children pour milk into bowl. Let each child have a turn using the egg beater. Periodically point out that the pudding is thickening. When thick, let each child eat some.

Helpful Suggestions: During clean-up, review body parts as children wash face and hands. For lower groups, pudding can be made in a shaker.

Associated Lessons: IV-65; V-77,79,88,90,91; VI-93,115,116

*Written by: Pam Reeves and Nancy Moore, Language Aides, Blackstone Valley Regional Center

Experience: Language
Modality: Visual, Tactile

Toasting*

Materials: bread, toaster, knife, butter, peanut butter, jelly
Setting: table activity
Participants: more than three

General Description: experience food and food preparation; review body parts during clean-up

Activity: Allow each child to put bread in toaster. Push button "down"--wait for toast to pop "up." Allow child to butter his toast with knife. Let him put on peanut butter or jelly. Compare bread with toast for color, taste, texture, and temperature. Clean up time--review washing face, hands.

Helpful Suggestions: Allow each child to do as much as he can for himself.

Associated Lessons: I-10,11,20; IV-65,66; VI-93,97,11,115,116

*Written by: Pam Reeves and Nancy Moore, Language Aides, Blackstone Valley Regional Center

Experience: Manipulative
Modality: Tactile

Easter Eggs*

Materials: hard boiled eggs, food coloring or Easter egg dye
Setting: table activity
Participants: more than three

General Description: develop color concept; develop fine motor control

Activity: Talk about what color the eggs will be colored. Let child dip egg in cup of dye of his choice. At juice time, allow children to peel shells from eggs to be eaten with juice.

Helpful Hints:

Associated Lessons: III-80,84,85,86; IV-71,72,73; VI-103,109

*Written by: Barbara Bennett for Sally Demars, Graduate Student, South County Regional Center

Experience: Gross Motor
Modality: Auditory

Bag of Laughs*

Materials: "Bag of Laughs" (commercial gimmick that makes loud laughing noise)
Setting: open classroom
Participants: three or more

General Description: localization of sound; to stimulate "listening"

Activity: The "bag of laughs" attracts children. They look, and begin to laugh. Teacher says, "Shhh-listen. Cover your eyes." Teacher quietly moves over to chair and "hides" bag of laughs. depressing button to make it laugh. Children, startled, go and "find" it. Next time make the act of "hiding" less conspicuous, and see if children can find bag of laughs. This activity is good for encouraging looking, listening, and finding (the element of surprise).

Helpful Suggestions: Call out a child's name. "Tom, go find the laughing bag." Use the same phrase each time. As language and understanding increase, laughing bag can be hidden on, in, or under something in order that prepositions may be introduced.

Associated Lessons: II-24,25,31,32,33,34,35,37,38,39,40; I-22; VI-99

*Written by: Michael McMahon, Graduate Student, John E. Fogarty Center

Experience: Language
Modality: Visual, Auditory

Hello Telephone*

Materials: toy telephone that rings or taped telephone ringing
Setting: table work
Participants: individual, two-three

General Description: to develop auditory and visual awareness; identification of self

Activity: With child seated in chair at table or seated on floor with mirror or cookie sheet in front of him, have phone ring. Point to child's ear and say, "Listen," make ring again. Pick up phone and put to child's ear, making sure he sees his reflection in mirror or cookie sheet. Point to reflection and say, "See, (child's name) is listening to the telephone."

Helpful Suggestions: If more than one child, sit them in circle with yourself in the middle.

Associated Lessons: II-31,32,33,35,37,40; IV-75; VI-94,113

*Written by: Patricia Hallett for Jane Gates, Grant Consultant

Developmental Level III-57

Experience: Manipulative
Modality: Visual

Blow Fish*

Materials: shallow pan of water, fish shapes cut from styrofoam meat trays
Setting: table work
Participants: individual, two-three

General Description: to develop blowing (directing air-flow) as a pre-speech activity

Activity: With children seated at a low table and using pan for a fish pool, teach children to blow "fish" across "pool."

Helpful Suggestions: A variation for a blowing activity could be blowing ping pong balls towards large hole (bottom of large, smooth box with hole cut in center). "Make the ball go!" Clap and say, "Where did the ball go?" What other similar activities can you create?

Associated Lessons: II-27,28,29,30; IV-67; V-79

*Written by: Jane K. Gates, Grant Coordinator

Experience: Language
Modality: Tactile

Hand Fishing*

Materials: sandbox, water, plastic fish
Setting: open classroom
Participants: individual, more than three

General Description: develop tactile awareness through water play

Activity: Fill sandbox with water. Put in fish. Have children put hands in water to find the fish. Say, "We are going fishing." For higher level, put letters of alphabet in water. Ask child to fish for "B" or "M."

Helpful Suggestions: Have plenty of dry towels.

Associated Lessons: II-29

*Written by: Linda Noyes and Barbara Lefaivor, Auditory and Visual Aides, Blackstone Valley Regional Center

Experience: Manipulative
Modality: Visual, Auditory

Toy Boat Blow*

Materials: medium size tub or basin half filled with water, toy boats (light weight that will blow over)
Setting: table work
Participants: two-three, more than three

General Description: pre-speech activities to get lips moving into "O" position and to strengthen lips; to teach concept of down

Activity: (This activity is a variation in the sequence of blowing activities.) With children at table for water play, demonstrate how they can blow the boat over and/or make it move. As the child does it, exclaim, "See, you are blowing the boat!" Teacher can also have child blow down other light weight objects to teach down. The objects could be lined up so when one is blown over, it knocks all others down (as with dominoes).

Helpful Suggestions: Teacher may need to show child how to purse lips to direct air at boat. Boat may be constructed of a long toothpick stuck into a piece of styrofoam. A colored paper sail affixed to the toothpick mast will give a good surface for blowing.

Associated Lessons: I-16; II-27,28,29,30; IV-67; V-79

*Written by: Patricia Hallett, Grant Consultant

Experience: Manipulative
Modality: Visual

Blow the Roller*

Materials: paper towel or toilet paper cardboard rolls, ping pong ball, marble or balloon
Setting: floor or table activity
Participants: individual, two-three

General Description: to develop breath control (a pre-speech activity)

Activity: Have children blow through rolls. Help them direct air flow at ball, marble, or balloon. This can be done on the floor or while sitting or standing at a table. Child can blow object over the line to teacher, and teacher can blow it back to child's side of the line.

Helpful Suggestions: Other variations could include two children blowing object back and forth over line, or setting up a course to blow object through.

Associated Lessons: I-16; II-27,28,29,30; IV-67; V-79

*Written by: Patricia Hallett, Grant Consultant

Experience: Language
Modality: Visual

Shoe Pairs*

Materials: pairs of shoes, gloves, socks
Setting: table work
Participants: individual, more than three

General Description: develop recognition of common household items and develop self-help skills

Activity: Show child one shoe. Let him touch it; talk about it. Ask the child, "Where's the other shoe?" Show him the other shoe. Help the child to put shoes on. Present other pairs in the same way.

Helpful Suggestions:

Associated Lessons: V-84,85,91

*Written by: Sara Walsh, Graduate Student, John E. Fogarty Center

Language Activities for Everyday Living Skills
Level IV (Mental Age 1½-2½ Years, Approximately)

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Focus on Developing Understanding Through Simple Experiences:

Gross Motor:
- to balance when walking
- to use pull toy when walking
- to scribble

Fine Motor:
- to use spoon (with some difficulty)
- to drink easily from cup

Language: (Receptive)
- to attend when spoken to
- to find familiar objects in large picture
- to gesture for wants
- to know names of own family and pets

(Expressive)
- to name some specific objects (cat, dog, book, spoon)
- to indicate wants by naming (cookie, bread, milk, juice)

Experience: Language
Modality: Tactile

Tactile Egg Whites*

Materials: bowl full of stiffy beaten egg whites, mirror
Setting: circle activity
Participants: two-three, more than 3

General Description: to develop sensory awareness and self image

Activity: With children seated on carpet squares begin activity. Pour unbeaten egg whites into bowl. Let group watch as white foam appears. Let them feel, smell, and taste egg whites. Encourage them to put some on cheeks and look in mirror. Egg whites will dry and "pull" on skin, much the same as a facial mask treatment would.

Helpful Hints:

Associated Lessons: I-19; II-38; V-86; VI-107,108,109,110,98

*Written by: Pam Reeves and Nancy Moore, Language Aides, Blackstone Valley Regional Center

Experience: Language
Modality: Visual

Popcorn Watching*

Materials: popcorn popper with clear plastic top, popcorn, salt, butter, and a picture of popcorn
Setting: table work
Participants: more than three

General Description: visual awareness; change in texture and appearance; taste awareness

Activity: Show children picture of popcorn; ask, "Would you like to make popcorn?" Show children corn--unpopped--let them feel a few kernals. Place corn in popper and let them watch. Good visual activity. Salt, butter, and taste!

Helpful Suggestions:

Associated Lessons: I-3,4,; II-24; VI-98

*Written by: Linda Noyes and Barbara Lefaivor, Auditory and Visual Aides, Blackstone Valley Regional Center

Experience: Language
Modality: Visual

Popcorn Watching*

Materials: popcorn popper with clear plastic top, popcorn, salt, butter, and a picture of popcorn
Setting: table work
Participants: more than three

General Description: visual awareness; change in texture and appearance; taste awareness

Activity: Show children picture of popcorn; ask, "Would you like to make popcorn?" Show children corn--unpopped--let them feel a few kernals. Place corn in popper and let them watch. Good visual activity. Salt, butter, and taste!

Helpful Suggestions:

Associated Lessons: I-3,4,; II-24; VI-98

*Written by: Linda Noyes and Barbara Lefaivor, Auditory and Visual Aides, Blackstone Valley Regional Center

Experience: Language
Modality: Visual, Auditory

Tasting Party*

Materials: salt, pretzels, lemon, lime, strong coffee, unsweetened chocolate, honey, candy
Setting: circle activity
Participants: more than three

General Description: experience various tastes

Activity: On table place items to be tasted. Have child taste a few grains of salt. Present pretzel and show pieces of salt. Proceed with sour, sweet, and bitter items.

Helpful Suggestions: End with sweet taste. Talk to children throughout activity to label tastes uses facial expressions to show pleasure for sweet and pucker for sour, etc.

Associated Lessons: I-15,15A,9,10,11,20; III-47,54; V-90; VI-97,93

*Written by: Barbara Bennett, Grant Instructor, South County Regional Center

Experience: Manipulative
Modality: Auditory

Bag Blowing*

Materials: paper bags and string
Setting: open classroom
Participants: individual, more than 3

General Description: pre-speech activities to develop use of lips through blowing, heighten listening skills, and experience cause and effect

Activity: (Consider this activity an extension on the sequence of blowing activities) Teach demonstrates putting bag over mouth and blows Child sees bag is a ball full of air. Tie bag tightly at neck, then put it on table or floor. Pop it by stepping on it or hitting it, "Listen, it popped!" Have child do the procedure.

Helpful Suggestions: For more advanced groups set up a relay. One blow up bag, and the next one pop the bag.

Associated Lessons: II-27,28,29,30; III-58,60,61; V-79

*Written by: Patricia Hallett, Grant Consultant

Experience: Gross Motor
Modality: Visual, Tactile

Balloon Kick*

Materials: balloon or balloon-like punching bag
Setting: circle activity
Participants: two-three, more than 3

General Description: to exercise arms and legs; to discriminate left from right; to reinforce arm and leg concept

Activity: Have children seated in low chairs in a circle. Then tell the children you want them to hit the balloon to each other. First have them clap their hands and kick their feet, reinforcing what hands and feet are. Then have them hold the balloon with their hands and kick the balloon to each other using their feet. Left and right concept can be reinforced here by having them hit or kick with their left or right hand or leg.

Helpful Suggestions:

Associated Lessons: III-42,43,44; VI-101

*Written by: Karen Carpenter and Gloria Morgeria, Blackstone Valley Regional Center

Experience: Manipulative
Modality: Visual

Drop the Clothes Pin*

Materials: large and small coffee can, clothes pins--different colors
Setting: circle activity
Participants: two-three

General Description: to stimulate eye-hand coordination; review colors; turn-taking

Activity: Child kneels on chair, arm extends over back. Can is placed on floor several inches from chair. Child drops specific colored clothespin from basket into can. Each child drops three pins during his turn.

Helpful Suggestions:

Associated Lessons: V-86,88; VI-93,96,114

*Written by: Barbara Bennett, Grant Instructor, South County Regional Center

Experience: Language
Modality: Visual

Shell Game*

Materials: a reward treat, or a favorite small object
Setting: table work
Participants: individual

General Description: to teach visual tracking and memory

Activity: Like the shell game, the object is placed under the cup. Depending on the level, two or more cups could be used. The child is told, "Can you find the raisin?" "Watch!" Then the cups are moved slowly about, and the child is asked "Where's the raisin?" "Can you find it?" If he succeeds he plays with the toy or eats the surprize.

Helpful Suggestions:

Associated Lessons: V-85; VI-103,104,114

*Written by: Nancy Peckham, Grant Instructor, Newport County Regional Center

Experience: Gross Motor
Modality: Visual, Auditory

Hide And Go Seek*

Materials: common objects of same color (car, feather, pencil, balloon
Setting: open classroom
Participants: more than three

General Description: teach color concept; stimulate concept of "where;" work on prepositional concepts

Activity: Instructor shows item to all children then tells them to "Close your eyes." Teacher hides object in room (on chair, under table, behind book) and returns to circle. One child goes to look for hidden object--"Where is the green balloon?"

Helpful Suggestions:

Associated Lessons: V-84,85; VI-103,104

*Written by: Barbara Bennett, Grant Instructor, South County Regional Center

Experience: Manipulative
Modality: Visual

Shoebox Garage*

Materials: shoebox "garages," small cars
Setting: individual attention area
Participants: individual

General Description: introduce colors and matching; developing ability to follow simple commands

Activity: Place the colored shoeboxes in a row and have color coordinated cars about four feet away. The child drives the car into its garage designated by color. To introduce the activity, the same colors can be opposite each other. Then the cars are mixed and the child has to match the color of his car with the same color garage. The teacher uses appropriate vocabulary and sentences. "Put the red car in the red garage."

Helpful Suggestions: When the child can match the same colors, have him follow the commands, "Put the blue car in the yellow garage, etc."

Associated Lessons: III-46; V-85,84,80; VI-103

*Written by: Patricia M. Webb, Grant Instructor, Cranston Regional Center

Experience: Language
Modality: Visual, Tactile

Counting With Colors*

Materials: food coloring
Setting: quiet corner
Participants: more than three

General Description: teach color, discriminate between two colors, review of body parts-fingers, work on concept of five (5)

Activity: Squeeze small amount of red food color on the length of each finger of right hand. Do the same with yellow on left hand. Each child has five red fingers and five yellow fingers.

Helpful Suggestions: Since coloring does not wash off immediately, these concepts can be brought to the child's attention throughout the day and even brought home.

Associated Lessons: V-84,85,86,79; VI-103

*Written by: Barbara Bennett, Grant Instructor, Westerly-Chariho Regional Center

Experience: Manipulative
Modality: Tactile

Potato Prints*

Materials: roll of white shelf paper, several large potatoes, non-toxic paints, flat shallow dishes
Setting: open classroom
Participants: two-three, more than three

General Description: develop fine motor control; visual tracking

Activity: Prepare for lessons by halving potatoes and imbedding a sharp cookie cutter about half way in the cut potato. Cut away outer excess with a knife for the clear design. Place a little paint in the shallow dishes (TV dinner trays are good) then have each child dip his potato design in the pan and apply it to a strip of table length, taped down paper. "Look, you're making a pretty paper for the wall." When finished point to each design he has made all down the table. "You made this, this, . . ."

Helpful Suggestions: Use wide easy to grasp potatoes. Large simple designs work best. Display the finished product, "Look what you did!" Three or less colors are not so confusing.

Associated Lessons: V-80; VI-114

*Written by: Nancy Peckham for Marylin Reed, Teacher Aide, J. Arthur Trudeau Memorial Center

Experience: Language
Modality: Visual, Auditory

Look At Me*

Materials: floor mirror, rug square (Optional)
Setting: open classroom
Participants: two-three, more than three

General Description: develop self image; critical listening skills; group interaction; reinforce colors

Activity: Children seated on floor or chairs. Teacher says, "Everyone looks so nice today! Let's have a fashion show so each of us can show what he is wearing." Choose child to get up and stand with you back from the mirror. Explain as you walk through the motions with him. "Walk up in front of the mirror, stop, turn around with arms out slowly and stop." Show the child a pose like a model. You describe what he is wearing, he walks back to his place. "How nice look. Thank you (child's name). Now let's see . . ."

Helpful Suggestions: Have others clap for the child. "Doesn't _____ look nice?" As they become familiar with the process, let them help explain the outfits themselves, begin, "Mary has on a 'Who can tell me?" Allow children to choose next model.

Associated Lessons: V-82; VI-107,108,109,110

*Written by: Nancy Peckham, Grant Instructor, Newport County Regional Center

Language Activities for Everyday Living Skills
Level V (Mental Age 2½-3½ Years, Approximately)

Focus on Beginning Basic Concept Development:

Gross Motor:
- to run
- to walk up and down stairs
- to throw ball overhand
- to jump
- to ride tricycle

Fine Motor:
- to hold glass in hand
- to insert spoon in mouth with ease
- to hold large crayon
- to imitate vertical strokes
- to imitate building a tower (four or more blocks)
- to probe and point with index finger
- to turn pages of a book

Language: (Receptive)
- to point to one named body part
- to follow 2-3 verbal directions, without gestures

(Expressive)
- to combine two different words (go car)
- to name object in picture
- to refer to self by pronoun (I, me) rather than name

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Experience: Manipulative
Modality: Visual

Fill It Up*

Materials: pitcher (small, light weight), paper or plastic cups, or glasses, corn meal, rice, sand, or beans
Setting: table work
Participants: individual, more than three

General Description: to develop fine motor control for pouring

Activity: With child standing at sand box table, regular table, or standing box, teacher pours rice into glass in front of child saying, "Fill up the glass." Teacher guides the child in pouring by holding child's hands. Child practices pouring. If done as a group, pretend serving a glassful for others. If glass spills, refill pitcher and begin again.

Helpful Suggestions:

Associated Lessons: III-48; VI-115

*Written by: Jane K. Gates, Grant Coordinator
Developmental Level V-77

Experience: Language
Modality: Visual, Tactile

Textures--Same and Different*

Materials: child's and teacher's own clothes, texture ball
Setting: quiet corner
Participants: individual, two-three

General Description: to establish concepts in a deaf or retarded child; concept of same and different

Activity: The child is shown one part of the ball and feels the surface (ex.) plastic smooth surface. The instructor motions as if in search of same or similar surface, which may be shoe or plastic coated boot. The process is repeated with each successive texture of the ball or board of material until all are compared to similar textures. To teach different, instructor would perhaps stroke two entirely different textures, shaking her head "No," then do two similar textures, smiling and nodding, "Yes," until concept is understood.

Helpful Suggestions:

Associated Lessons:

*Written by: Nancy Peckham, Grant Instructor, Newport County Regional Center

Experience: Manipulative
Modality: Visual

Straw Painting*

Materials: paper, paint of a thin consistency, straws
Setting: table work
Participants: individual, two-three

General Description: pre-speech activity; breath control; self-expression through art

Activity: Have child or children blow through straw and feel the air coming through on their hand. Teacher may blow through straw onto child's face or hand. Pour paint on paper and direct straw blowing at paint. See how the air moves the paint. It's fun for everyone--do individual or group paintings.

Helpful Suggestions:

Associated Lessons: I-16; II-27,28,29,30; III-60,61,58; IV-67

*Written by: Patricia Hallett, Grant Consultant

Experience: Manipulative
Modality: Visual

Color Tracking*

Materials: paper, fat crayon, building block
Setting: table work
Participants: indivisual, two-three

General Description: visual tracking; introduction to colors

Activity: Tape paper to table. Have child grasp crayon. Then use crayon to push block. "See the line? You are making a (color) line." Variation: Child can also push crayon to block.

Helpful Suggestions:

Associated Lessons:

*Written by: Patricia Hallett, Grant Consultant

Experience: Manipulative
Modality: Visual, Auditory

Bean Bag Throw*

Materials: bean bag, carpet sample
Setting: circle activity
Participants: more than three

General Description: to establish a quiet area for improving listening skills and following directions

Activity: Bean bag is thrown back and forth between child and instructor. Vocabulary stressed is: "Watch, here it comes, catch it, throw it gently, throw it to me." Instructor suggests we throw it in a circle. All children make circular motion with arm and hand. Bean bag is thrown from child to child.

Helpful Suggestions:

Associated Lessons: II-35,34,36; III-56; VI-106,113

*Written by: Barbara Bennett, Grant Instructor, South County Regional Center

Experience: Language
Modality: Visual, Auditory, Tactile

Hot Potato*

Materials: hot: washcloth, warm baked potato, (things normally hot, heated in oven); cold: ice cube, snowball, etc.; textures: rub on sandpaper, velvet, feather, fur, lotion, etc
Setting: circle activity
Participants: more than three

General Description: to develop awareness of others, hot-cold, and textures

Activity: With group seated in a circle on the floor or in chairs, begin to develop (1) an awareness of others: (a) "Touch your neighbor," combine this with "Hi" if possible. Teach touch and gentle (if necessary). Actually go around circle left to right helping one touch his neighbor. (b) "Mimic the leader." Have first child clap his hands, rest follow, if possible one by one. Think of other activities to mimic. (2) Awareness of hot-cold: in the same style, give first child "Hot Potato" and have him pass it on, always saying, "Hot, hot potato." Do the same with cold ice cube saying, "Cold, cold ice cube." Do as many things as you can with hot and cold. (An actual baked potato, 15 minutes out of the oven, is excellent!) (3) Textures: have first child rub fur on his face, pass to next saying, "Soft, soft fur." Continue with soft and rough in same manner. Baby powder and hand cream could be considered soft too perhaps, although these are more in the order of "just sensory" experiences. Shake a little powder in first child's hands, and have him rub his hands together saying, "Soft, powder feels soft; smell the powder." Then give child powder and help him sprinkle it on his neighbor's hands. Do same with hand cream with dispenser.

Helpful Suggestions:

Associated Lessons: IV-75; VI-107,108,109,110

*Written by: Jane K. Gates. Grant Coordinator

Experience: Language
Modality: Auditory, Tactile

A-Hunting We Will Go*

Materials:
Setting: circle activity
Participants: individual, more than 3

General Description: fingerplay activity to stimulate language through imitation, gesture, and imagination

Activity: Children seated Indian style on rugs. We take a "walk through the jungle." Imitate walking with your hands on your knees or on the floor in front of you. Walk hands up (hand over hand) in a motion of climbing a tree. Hand to forehead "look." Build a story on activities of eating lunch, resting, naming, looking, describing.

Helpful Suggestions: Constant tone of excitement, pleasure, surprise, and stimulate imagination, eg., "What do you see? Let's climb a tree."--wait to get responses from children.
Variations: turkey hunt, trip to Santa's workshop, hat shop, grocery store, diner, etc.

Associated Lessons:

*Written by: Nancy Peckham, Grant Instructor, Newport County Regional Center

Experience: Language
Modality: Visual

Color Surprises*

Materials: many common objects of same color in box
Setting: circle activity
Participants: three or more

General Description: to teach color concept; following directions

Activity: For element of surprise, keep objects out of sight. Object is named (red car) and placed in child's view. Each child is given one or two objects. Instructor then says, "Give me a red mitten," and holds box out in center of circle. Object is put in box. Or teacher may say, "Billy, give the red car to Mary."

Helpful Suggestions: Lots of verbal praise and clapping.

Associated Lessons: IV-72

*Written by: Barbara Bennett, Grant Instructor, South County Regional Center

Experience: Language
Modality: Visual

Colored Feathers and Things*

Materials: common objects in two or more colors, ex., red, yellow, green pencils, cars, balloons
Setting: circle activity
Participants: two-three

General Description: review color concept and stimulate visual discrimination and auditory memory span

Activity: Place red, yellow, green feathers on table. Ask child to "Go to the table and get the yellow feather." Child returns to circle and is told to "Give his yellow feather to _____." This child returns it to the table and brings green feather back to circle.

Helpful Suggestions: Lots of verbal praise and clapping.

Associated Lessons: IV-72; VI-103

*Written by: Barbara Bennett, Grant Instructor, South County Regional Center

Experience: Manipulative
Modality: Visual

Body & Shape*

Materials: paper, crayon (1 color)
Setting: table work
Participants: two-three

General Description: teach color and shape concepts; review body parts

Activity: Draw small and large circles on paper for each child. Have child draw around the circles and then color them in. Talk about coloring red circles. When he's finished coloring, draw in body part. Point to his eyes. Let him say "eyes" and then draw.

Helpful Suggestions: Reinforce activity by talking to child about what he is doing. Use Elmer's glue and completely out the drawing. Allow glue to dry. This will provide a tactile guideline (bump) to help the child color within the lines!

Associated Lessons: II-26

*Written by: Barbara Bennett, Grant Instructor, South County Regional Center

Experience: Language
Modality: Visual, Auditory

Sequencing With Clothing*

Materials: mannequins, clothing from Peabody kit, picture cards of clothing
Setting: table activity
Participants: more than three

General Description: teach concept of clothing and to develop idea of sequencing

Activity: Identify and name clothing in pictures and on children. Dress one doll. All items of clothing are layed out and children pick out what to put on first, next, etc. Doll can be dressed in several outfits.

Helpful Suggestions: Dress only one doll per session due to short attention span.

Associated Lessons: IV-75; VI-96,107,108,109,110

*Written by: Barbara Bennett, Grant Instructor, South County Regional Center

Experience: Manipulative
Modality: Visual

Invisible Drawings*

Materials: 8½ x 11 white paper, piece of clear wax (parafin), deep red wash (paint color in a lot of water) placed in bowl
Setting: table work
Participants: two-three, more than 3

General Description: to develop visual recognition and fine motor control

Activity: Teacher, using wax as a crayon, draws a face on white paper. Use good, thick lines. Give each child a paper with this invisible drawing on it. Child proceeds to "paint" whole paper with thin washpaint and the face becomes visible!

Helpful Suggestions: Instead of painting whole paper, invisible picture could be placed in pan of colored washpaint to "expose" face. Different drawings using same technique could be used, e.g.: happy face-sad face, house-car, square-circle.

Associated Lessons:

*Written by: Jane K. Gates, Grant Coordinator

Experience: Manipulative
Modality: Visual

Refrigerator Goodies*

Materials: magazines, card board freezer and refrigerator
Setting: table work
Participants: more than three

General Description: teach concept of food; encourage fine motor control with cutting and pasting

Activity: Children are to find pictures of things to eat that are kept in refrigerator or freezer. Items are cut out and pasted in on shelves of the refrigerator.

Helpful Suggestions:

Associated Lessons: VI-94,112,114

*Written by: Barbara Bennett for Janice Ritchie, Teacher, Westerly-Chariho Regional Center

Experience: Language
Modality: Visual, Auditory

Cook and Taste*

Materials: egg, milk, salt, pepper, bacon, bowl, egg beater, spoon, electric fry pan, plate, spoons
Setting: table activity
Participants: three or more

General Description: to teach concept of breakfast and to provide children with opportunity to cook and taste

Activity: Following discussion of breakfast foods, children prepare one. Fry bacon. Allow children to each break an egg in the bowl. Children take turns adding milk, salt, and pepper. Each child uses beater. Eggs are poured in pan and all children take turns stirring. Vocabulary stresses all the senses. Children taste what they have made.

Helpful Suggestions:

Associated Lessons: II-39; III,53,54; VI-115,116

*Written by: Barbara Bennett, Grant Instructor, Westerly-Chariho Regional Center

Experience: Gross Motor
Modality: Visual, Auditory

Making the Bed*

Materials: cot, pillow, blanket, sheet, alarm clock
Setting: circle activity
Participants: 2 or more

General Description: teach concept of bed, develop sequencing in making the bed

Activity: Discuss and show children parts that go on bed. Children help make bed, putting items on in order. When bed is made, each child takes a turn going to sleep. Alarm clock is set. When it rings, children say, "Time to get up. Time for school." Bed is re-made for the next child.

Helpful Suggestions:

Associated Lessons: III-62

*Written by: Barbara Bennett for Sally Demars, Graduate Student, South County Regional Center

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Language Activities for Everyday Living Skills
Level VI (Mental Age 3½-4½ Years, Approximately)

Focus on Continued Development of Concepts and Verbal Expression:

Gross Motor:
- to balance carrying objects
- to go places and do things

Fine Motor:
- to feed self well, only occasional spills
- to manipulate objects to build or fit together (building blocks, puzzles)
- to manage buttons and large fasteners

Language: (Receptive)
- to point to all body parts
- to understand gestures (shake of head for yes and no)
- to point to many familiar objects on request

(Expressive)
- to speak in sentences (3-4 words; not always correct)
- to act out or pretend in play
- to ask "Why" when asked to do a task to exert self in saying, "I do myself."
- to begin sequencing a simple activity through words and gestures

Experience: Manipulative
Modality: Visual

Making Butter*

Materials: fine seive (strainer), spoon, small bowl, ½ pint heavy cream (allow cream to warm to room temperature), 2 clear jars with tight tops, salt and crackers (store butter for demonstration)
Setting: table work
Participants: two-three or more

General Description: to see before-after changes through discovery; to encourage watching, visual awareness

Activity: "Let's make butter." "Do you know how to make butter that looks like this?" (show sample of butter) Place cream in jar--fill to half full. Tightly screw cap on. Let everyone shake and look. "Is is butter, yet?" Butter will dramatically separate from milk. Then strain. No need to rinse butter, just "squeeze" out extra milk with back of spoon. Add a pinch of salt, mix, than let each person take a spoonful to taste and a knife-full of butter to spread on their cracker. Use for the morning snack!

Helpful Suggestions: Let individuals do as much of the preparation as possible, depending on their abilities. It is a must that they can SEE, close-up what is happening. Bon appetit!

Associated Lessons: IV-65; V-77,78,79,88,90,91

*Written by: Jane K. Gates, Grant Coordinator
Developmental Level VI- 93

Experience: Manipulative
Modality: Visual and Auditory

Make A Home*

Materials: art paper (9 x 18) white; one for each child, optional: photos of mother father, child
Setting: table work
Participants: two-three or more

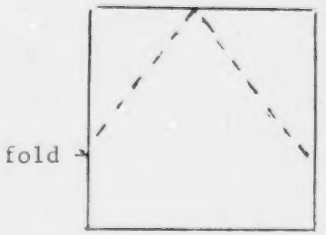
General Description: identification of family and home through simple art

Activity: Teacher folds large paper in half and draws roof of house, two windows, and front door on. Teacher talks about home and who lives there, as child cuts out roof. Teacher cuts around 3 sides of windows, and 2 sides of door (if child is unable to do such fine cutting) so that windows and door can be "opened." In open doorway paste child's photo or draw (have him draw) child. In windows place photos or drawings of mother and father.

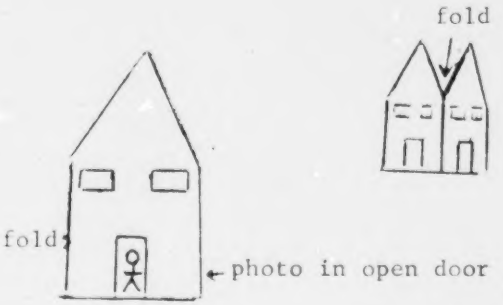
Helpful Suggestions: Child may color a roof on house, color closed front door, draw in window! Staple or glue total house shut. See Page 95 for illustration.

Associated Lessons:

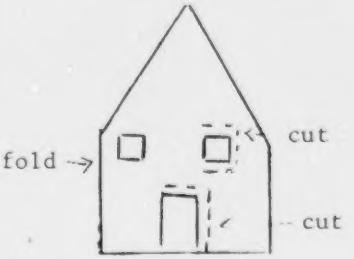
*Written by: Jane K. Gates, Grant Coordinator



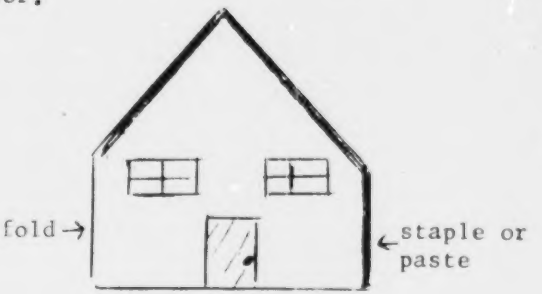
1. Draw in roof. Have children cut through <u>both</u> thicknesses of paper.



3. Paste photo of child in open door or have child draw self portrait. Do the same with placing Mother and Father in each window.



2. Draw in two windows and front door. Cut open windows on 3 sides (through top paper only) so windows can be opened. Do same with door.



4. Have child color roof, front door and windows. Staple or paste house together.

Experience: Language
Modality: Visual, Auditory

Family Circle*

Materials: old clothing--all types and sizes
Setting: open classroom
Participants: three or more

General Description: to teach concept of family unit and review clothing unit

Activity: After learning to identify pictures of mommy, daddy, baby, brother, sister (and grandparents), each child assumes role of one family member. Daddy: hat, shirt, tie, sport coat; Mommy: hat, dress, shoes, and handbag.

Helpful Suggestions: When discussing family unit, use snapshots of child's family when available.

Associated Lessons: IV-75; V-87

*Written by: Barbara Bennett, Grant Instructor, South County Regional Center

Experience: Manipulative
Modality: Visual and Tactile

Graham Surprises*

Materials: graham crackers, confectionery sugar, milk, flavoring (optional), several small bowls, spoons, knives, and napkins
Setting: table work
Participants: two-three or more

General Description: improve fine motor skills involving mixing, spreading with a knife, and appropriate placement of small pieces; build self approval and approval of others; and enjoying a taste experience.

Activity: "Would you like to decorate cookies for a snack this morning? What do we need?" Let several children mix, several measure and pour, several add coloring. Make frosting fairly soft! Each child decorates two or three crackers with frosting, etc. Then show, admire, exclaim and taste!

Helpful Suggestions: Several of the children "saved" one cookie to bring home--one child had never brought anything home before! This lesson was one of the first times all of the group became involved doing, sharing, and enjoying.

Associated Lessons: I-10,11,20; IV-65,66

*Written by: Jane K. Gates for Marcia Gagnon, Nurse and Teacher, Woonsocket Regional Center

Experience: Manipulative and Language
Modality: Visual, Auditory and Tactile

Shave*

Materials: wash basin with water, towel, empty razor, mirror (improvise with cookie sheet), can of shaving cream, or whipped cream
Setting: table work
Participants: two-three or more

General Description: develop awareness of self (degree of self-concept); observation of facial expression; discriminate textures--rough, dry, wet, smooth; develop fine motor control and self-help skills; encourage verbal expression

Activity: Show picture of a man, and explain the difference as to why men shave, and women do not shave their face. Teacher proceeds to perform, by direct participation using verbal explanation accompanied by gestures. "I will wash my face, put shaving cream in my hand and spread it on my face. Pick up the razor and remove beard from my face to make it smooth and clean. I dry my face with the towel, and look in the mirror to see a neat and clean face."

Helpful Suggestions: If possible have male subject with slight beard, so that the child can feel the difference. Question each child whether or not they have observed their father shaving. A can of whipped cream should be available for children who cannot fully participate in activity. Some children may not enjoy the shaving cream, but will respond well to whip cream.

Associated Lessons: I-19; II-38; V-86

*Written by: Helen Millitte, Teacher Aide at Woonsocket Regional Center

Experience: Gross Motor
Modality: Auditory

Musical Chairs*

Materials: record, record player, rug squares
Setting: open classroom
Participants: more than three

General Description: training in listening

Activity: In the style of musical chairs: play music. When music stops, child must sit on rug square.

Helpful Suggestions: Use slow music, but at an easily heard volume. Use whistle as signal to get up and start again. Do not use the elimination aspect, i.e., always have a square for each child.

Associated Lessons: I-22; II-34,35,36,37,40

Written by: Jane K. Gates, Grant Coordinator

Experience: Manipulative
Modality: Visual

Unbuttoning Surprises*

Materials: picture with solid backing or picture puzzle which child enjoys, a piece of cloth that fits around picture, cloth should have 3 large button holes in order to be fastened around picture
Setting: table work
Participants: individual

General Description: self-dressing and eye-hand coordination

Activity: Have child unbutton cloth to get his picture or puzzle. Allow him to look at picture and enjoy the picture, or let him put puzzle together as a reward for having unbuttoned the wrapper. Demonstrate and tell child what he is to do. Encourage him in the process.

Helpful Suggestions: If material is stretchy, it will fit over several sizes of objects. Material may button, snap, or lace shut. Give the child a reason to learn to button, snap, or lace! (J. Gates)

Associated Lessons: IV-69; V-86,88

*Written by: Patricia Hallett, Grant Consultant

Experience: Manipulative
Modality: Auditory

Mailman*

Materials: mailman hat, rhythm instruments, or doll that says "mama" when tipped over, have these wrapped in a brown paper package
Setting: circle activity
Participants: two-three or more

General Description: Foster community awareness and sound identification

Activity: Mailman comes in with packages. Shakes them. Ask children, "What does it sound like--what is in the package?" When one guesses give him package to open to discover if he has guessed right. Talk about mailman bringing letters and packages. You may want to have packages addressed to each child. Let him find his name.

Helpful Suggestions: One can do this with a rhythm band. Have each instrument in a package. Have children guess. After all instruments are unwrapped then move into marching activity with each child playing his instruments.

Associated Lessons:

*Written by: Pat Hallett, Grant Consultant

Experience: Language
Modality: Visual, Auditory

Snowmen*

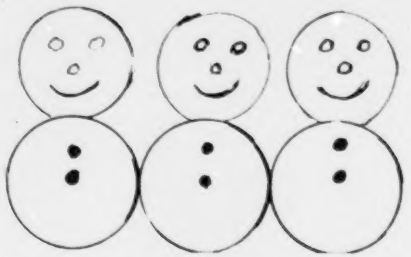
Materials: large lightweight sheet of paper folded in half twice, scissors, magic marker
Setting: circle activity
Participants: individual, or two-three

General Description: January activity--visual training; concept of one-to-one counting

Activity: Teacher folds paper and draws snowman. Be sure edge of hand and base touches folded edge. Cut around pattern, unfold and mark in facial features. Re-fold so only one is showing. Say: "One little snowman--standing all alone." Unfold #2 snowman, "Two little snowmen -- one, two, are they blue?" Unfold #3 snowman, "One, two, three little snowmen, where is number four?" Unfold #4 snowman, "One, two, three, four--are there anymore?" (No!) Repeat several times if interest holds. Point out eyes, nose, arms, etc. Discuss, "Is he cold, made of snow, " etc. End by going backwards 4-3-2-1 and then there were none. Have fun!

Helpful Suggestions:

Associated Lessons: IV-73



*Written by: Jane K. Gates, Grant Coordinator
Developmental Level VI-102

Experience: Language
Modality: Visual and Language

Painting With Words*

Materials: easel with paints, or Peabody Manikin, or Flannel Board
Setting: open classroom
Participants: two-three or more

General Description: Words can convey pictures; everytime a word is added, the meaning changes. Encourage child to participate to be aware of details, and add more details himself.

Activity: Begin with simple sentence. "Here is a boy." (Just outline of boy) Add a red sweater. "Here is a boy wearing a red sweater." Paint in blue pants. "Here is a boy wearing a red sweater and blue pants." Continue adding details. Begin with shape. "Here is an apple." Paint it red. "Here is a red apple." Draw a tree. "The red apple fell off of the tree." Begin simple and build a story. Have child tell story as he creates a painting story.

Helpful Suggestions:

Associated Lessons: IV-72

*Written by: Jane K. Gates, Grant Coordinator

Experience: Language
Modality: Visual, Auditory

What, Where and How Many*

Materials: 3-6 styrofoam coffee cups
3-6 small, familiar objects which will fit under cups (penny, ball, whistle, balloon)
Setting: table work
Participants: individual, or two or three

General Description: visual recall--memory; review: what, where, and how many; developing concentration

Activity: Have child (children) name each object. "What is this?" Encourage full answer, "It is a (cup) ." As each object is named, drop it in a cup. Begin with only two objects. Tip cup over and ask, "What is under this cup?" Then show what is under cup. See if child can remember two, then three, then four items. Have child identify 3 items; remove one. Have him lift cups to discover which one is gone.

Helpful Suggestions:

Associated Lessons: IV-70

*Written by: Jane K. Gates, Grant Coordinator

Experience: Language
Modality: Auditory

Simple Rhyme*

Materials: none
Setting: floor activity
Participants: more than three

General Description: verbal fun with rhyming: for listening, for meaning, and for following directions

Activity: In the style of "1,2, Button my shoe."

Children	Teacher
Count holding up fingers	
"One, two"	"See my shoe" (pointing to shoe)
"Three, four"	"See the door" (point to door)
"Five, six"	"Shh, the clock ticks" (point to clock)
"Seven, eight"	"Run, you are late!" (up, run around, circle, sit down)

Helpful Suggestions:

Associated Lessons:

*Written by: Jane K. Gates, Grant Coordinator

Experience: Language
Modality: Auditory

Taking a Trip*

Materials: comb, sweater, money, etc.
Setting: circle activity
Participants: two-three, or more

General Description: interaction in a group; stimulate memory

Activity: The teacher begins by discussing that many things are needed to go on a trip. She says, "Let's pretend each of us is going on a trip. We'll go around the circle and say 'I'm going on a trip and I'm going to take..." and each bring something different. (Initially show actual objects until idea of sequencing is established. Let each child hold the item he adds to aid everyone's memory. J. Gates)

Helpful Suggestions: If some member is stuck, then the other members can help him think of something to take. Discussion and participation are essential to this activity. Foods, clothing, favorite objects, pets, help keep the "trip" fun.

Associated Lessons: V-83

*Written by: Nancy Peckham, Grant Instructor, Newport County Regional Center

Experience: Language
Modality: Visual, Auditory

Self-Descriptions*

Materials: tape recorder, full length mirror near by
Setting: circle activity
Participants: two-three or more

General Description: develop awareness of self; develop descriptive words; encourage verbal expression; provide for critical listening skills

Activity: First activity of awareness series. Teacher describes self (taping description): "I have blond hair. I have blue eyes. I am wearing a red dress. I am wearing black shoes." Teacher plays tape back, pointing to each item named. Each child goes through same procedure. Use mirror as needed to enable person to see his whole self.

Helpful Suggestions: Begin with three words only: "hair, eyes, nose," using mirror. Have each child tape his description. Begin with one descriptive sentence only, "I have brown eyes." Activity described above. Build sentence length: "I am wearing a red sweater, plaid pants, and a pair of brown shoes."

Associated Lessons: V-82

*Written by: Jane K. Gates for Marcia Gagnon, Woonsocket Regional Center

Experience: Language
Modality: Visual, Auditory

Self-Descriptions II*

Materials: Tape recorder, full length mirror near by
Setting: circle activity
Participants: two-three or more

General Description: continued development of self-awareness; this activity begins awareness of others and fosters increased group interaction.

Activity: Second activity of awareness series. Teacher describes another member of the group: "I am wearing . . . Who am I?" Whoever identifies the person described may tape the next description, not of himself but of someone else, ending with "Who am I."

Helpful Suggestions: This activity involves "pretending", pretending to be someone else, and you must guess, "Who am I?"

Associated Lessons: V-82

*Written by: Jane K. Gates for Marcia Gagnon, Woonsocket Regional Center

Experience: Language
Modality: Visual, Auditory

Self-Description III*

Materials: tape recorder, full length mirror, Halloween masks, pictures of Halloween characters (witch, ghost, devil, etc.)
Setting: circle activity
Participants: two-three or more

General Description: continued development of self-awareness; how we can change ourselves

Activity: Third activity of awareness series. Let group look at and try on masks. Have them see themselves in the mirror. Talk about what kind of person a witch, (etc.) is. Pass picture of Halloween characters around to group. Be sure all members have seen all pictures, then collect them. Have one person take a picture and describe it. Have the group guess which character it is. Tape all descriptions, and later play them back to see if the characters can be identified.

Helpful Suggestions: Point to outstanding features as person is describing character, such as; witch's black hat, witch's big nose, witch's black dress, witch's broom. Many children are tearful of masks; a witch's hat may be all a child "dares" to put on.

Associated Lessons: V-82

*Written by: Jane K. Gates for Marcia Gagnon, Woonsocket Regional Center

Experience: Language
Modality: Visual, Auditory

Self-Descriptions IV*

Materials: tape recorder, full length mirror, pictures of community helpers, or pictures of animals, or any category of pictures desired
Setting: circle activity
Participants: two-three or more

General Description: continued development of awareness; recognizing others through listening

Activity: Fourth activity of awareness series. Discuss set of pictures--community helpers. Why do they wear: rubber boots, badges, etc.? What do they do? Then have members tape descriptions ending with "Who am I?"

Helpful Suggestions:

Associated Lessons: V-82

*Written by: Jane F. Gates for Marcia Gagnon, Woonsocket Regional Center

Experience: Language
Modality: Visual

Language and Lunch*

Materials: each child with his school lunch box or bag
Setting: table work
Participants: more than three

General Description: to foster discussion and recognition of food

Activity: Sitting around the table, each person in turn opens his lunch box. Taking each item out, one at a time, he describes to the class what he has brought.

Helpful Suggestions: Be specific. Ask what kind of sandwich he has, what kind of bread it is on, what kind of fruit, etc.

Associated Lessons:

*Written by: Barbara Lacasse and Ted Polak, Teacher Aides, John E. Fogarty Center

Experience: Language
Modality: Auditory

Restaurant Lingo*

Materials: cutouts of food (breakfast-juice, eggs, cereal, toast coffee; lunch, dinner)
Setting: table work
Participants: more then three

General Description: to foster discussion and recogrition of food

Activity: Place picture cutouts of various foods on table. Tell child to "Go into the restaurant and order your breakfast." When each person has done this, ask him what he has ordered (He should have these cutouts in front of him now) and then which he will eat first.

Helpful Suggestions: When individuals are able to do this, have two enter the restaurant and sit down. The "waiter" asks the"diners" what they would like for lunch. (Food pictures May be displayed on a ledge.) Waiter then "serves" the diners. This is a good memory exercise, too. Diners may pretend to eat, and upon departing, "pay".

Associated Lessons: V-89

*Written by: Barbara Lacasse and Ted Polak, Teacher Aides, John E. Fogarty Center
Developmental Level VI-11?

Experience: Manipulative
Modality: Auditory

Telephone Training*

Materials: toy telephone, cassette tape recorder
Setting: quiet corner
Participants: individual or two-three

General Description: teach child use of telephone

Activity:
1. With a toy telephone, have child practice dialing his own phone number.
2. On a cassett recorder - record a dial tone, pause, then record, "This is the Operator, may I help you?" , pause, "What is your name?", pause, "What is your address?", pause, "What do you want?" Place cassette recorder next to toy phone. Have child pretend he wants to call police, fireman, doctor, etc.
3. After child has mastered Parts I and II of this activity: on the same cassette recording, record "One minute please, I'll connect you to the police, fire department, etc." Pause - then in another voice record: "This is the police station, fire house, etc., can I help you?"

Helpful Suggestions:

Associated Lessons: III-57

*Written by: Ted Polak and Barbara Lacasse, Teaching Aides, John E. Fogarty Center

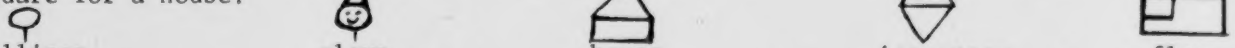
Experience: Manipulative
Modality: Tactile

Tracing to Handwriting*

Materials: cookie sheet with clay or flour-paste spread smooth, (this provides a medium in which to write)
Setting: table work
Participants: individual or two-three

General Description: teaching tracing and handwriting(designed especially for the motor-involved child).

Activity: Get a smooth surface on which to "write". Place a shape on the clay--it will stick. Person may trace around shape with pencil. Clay will help a tight or shaky hand make a smooth tracing. Add features to tracing; eyes, etc. added to a circle for face; a triangle over a square for a house.



lollipop clown house ice cream flag

This activity can develop into handwriting using six basic strokes. Use clay surface for practicing strokes. Proceed to name writing; use a dotted line outline of name if necessary. Use capital letters only. Proceed to practical, functional, words, such as; ON, OFF, STOP and encourage recognition of words. Words may be copied initially.

Helpful Suggestions:

Associated Lessons: I-10,11,20; IV-64,65,66; V-90

*Written by: Jane K. Gates for Mrs. Mitchell, Teacher, Woonsocket Regional Center
Developmental Level- VI-114

Experience: Language
Modality: Visual

Lemonade 5¢*

Materials: pitcher, lemonade (can or mix), spoon, ice (optional), sugar, (if necessary), paper cups, money (real money is best!), and sign "Lemonade 5¢"
Setting: Table used as "Lemonade Stand"
Participants: two-three or more

General Description: to follow directions; to set-up a task and follow it through; to establish function and value of money.

Activity: Organize--what do we need? Who will mix, sell, buy, clean-up! Keep the whole group involved mixing, measuring, watching, and TASTING! Set up simple "stand" to sell. Sell morning snack and even invite others in to buy. What others buy may provide the change ($) to purchase supplies for next project--see page 116!

Helpful Suggestions:

Associated Lessons: II-34,35,36; III-56

*Written by: Jane K. Gates, Grant Coordinator

Experience: Language
Modality: Visual, Auditory

Popcorn*

Materials: popcorn, popcorn popper, oil, salt, paper cups, money, napkins, and butter (optional), sign, "Popcorn 3¢"
Setting: table activity, Table Popcorn Stand
Participants: two-three or more

General Description: to follow directions; to set-up task and follow it through; to see cause and effect (change); to establish function and value of money

Activity: Let's pop corn. First we heat the oil, pour in corn, watch, listen, and smell! Add salt, butter (optional). Fill cups and sell as in preceeding activity, page 115.Let everyone do as much as possible themself!

Helpful Suggestions: This experience, like the one on page 115 are practical, functional activities which provide fun and ways to introduce everyday living skills, i.e., making food, spending money, and working cooperatively.

Associated Lessons: II-35,34,36, III-56

*Written by: Jane K. Gates, Grant Coordinator

all gone...

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